DOCUMENT RESUME

ED 280 184 EA 019 306

TITLE	Elementary and Secondary Education. A Report to the 64th Legislative Assembly.
INSTITUTION	Oregon State Dept. of Education, Salem.
PUB DATE	Jan 87
NOTE	99p.
PUB TYPE	Statistical Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Achievement; Adult Education; Budgets; Disabilities; Disadvantaged Youth; Dropout Rate; Educational Finance; Elementary Secondary Education; Enrollment; Expenditure per Student; High Risk Students; Mental Retardation; Public Schools; Salaries; *School Districts; School Personnel; *School Statistics; Special Programs; State Boards of Education; *State Departments of Education; *State School District Relationship; Superintendents; Tax Rates; Visual Impairments; Vocational Education
IDENTIFIERS	*Oregon; Oregon State Department of Education

ABSTRACT

This report contains information about Oregon public schools, programs for Oregon's youth, and the Oregon Department of Education (ODE). Section 1 profiles Oregon schools and gives tables on types, sizes, expenditure per pupil, tax rates, sources of revenue, and other statistics on school districts. Section 2 profiles students, examining student achievement and "at-risk" students and dropouts. Section 3 profiles special programs: kindergarten, child development specialist programs, talented and gifted programs, programs for the handicapped, programs for the disadvantaged student, secondary and community college vocational programs, adult basic education, and community schools. Section 4 gives a profile of the ODE, focusing on the Oregon State Board of Education, State Superintendent of Public Instruction, the role of the ODE, budget highlights for 1987-89, an organizational chart, and a budget request for 1987-89. Section 5 profiles Oregon and the nation, giving a status report on the Oregon Action Plan for Excellence (OAPE) and a summary of OAPE's implementation activities. The appendices include: (1) the 1986 State of the Schools Address, (2) a glossary of terms, and (3) a listing of ODE publications. Twenty-seven tables appear throughout the document. (WTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Elementary and Secondary Education

January 1987

Oregon Department of Education
State Board of Education

700 Pringle Parkway SE
Salem, Oregon 97310-0290

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or handicap in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education.

3649719872000

State Board of Education

Roba Rathkey, Chairman

Ruth Hewett
Vice Chairman

Thelma Elliott

Clifford Freeman

Donald Kruse

Kaye C. Robinette

Gene Stunz

Verne A. Duncan
State Superintendent
of Public Instruction

Foreword

We hope that you find the *Report to the Legislature on Elementary and Secondary Education* a useful resource. It contains a variety of statistical tables and information about public schools, programs for Oregon's youth, and the Oregon Department of Education. Separate reports on community college programs and special education are also available.

We are proud of the achievement of Oregon's students and the progress local districts have made toward excellence.

Creative solutions to the challenges facing education in the coming years will require the commitment and cooperation of all policymakers and we look forward to working with you during this biennium.

If you need further information or assistance, please feel free to call on us or staff at the Department of Education at 378-8468.

Verne A. Duncan
State Superintendent
of Public Instruction

Roba Rathkey
Chairman, State Board
of Education

Table of Contents

State Board of Education iii
Foreword v
Section I Profile of Oregon Schools 1
Introduction 3
Section II Profile of Oregon Students 33
Student Achievement 35
At-Risk Students and Dropouts 36
Section III Profile of Special Programs 39
Kindergarten 41
Child Development Specialist Programs 41
Talented and Gifted (TAG) 42
State Programs for Handicapped 42
Local Programs 44
Regional Programs 44
Private Agency Education Programs 45
Oregon School for the Blind 45
Oregon School for the Deaf 46
Early Intervention 46
Specific Learning Disabilities 46
Speech and Language Impaired 47
Educable Mentally Retarded 48
Hearing Impaired 49
Visually Impaired 50
Orthopedically Impaired 50
Seriously Emotionally Disturbed 51
Other Health Impaired 51
Deaf/Blind 52
Autism 52
Disadvantaged Students 53
Disadvantaged Students, Migrant 53
Portland Disadvantaged Program 54
Vocational Education, Secondary 54
Vocational Education, Community College 55
Adult Basic Education 56
Community Schools 57
Section IV Profile of the Department of Education 59
State Board of Education 61
State Superintendent of Public Instruction 61
The Role of the Department 62
1987-89 Department Operations Budget Highlights 62
Oregon Department of Education Organizational Chart 63
1987-89 Budget Request 65
Section V Profile: Oregon and the Nation 69
Oregon Action Plan for Excellence: A Status Report 75
Summary of OAPE Implementation Activities 76
Section VI Appendices 77
Appendix A — State of the Schools Address 79
Appendix B — Glossary of Terms 83
Appendix C — Oregon Department of Education Publications 85

List of Tables

Table 1	Types of School Districts	3
Table 2	Summary of Oregon School Districts by Type and Size with ADMr	3
Table 3	Current Expenditures Per Pupil by District	4
Table 4	Assessed Value, Tax Rates by District	12
Table 5	Status of School District Tax Bases	21
Table 6	Appropriations to the Basic School Support Fund	25
Table 7	Selected Financial Data	26
Table 8	Sources of Local District Revenue	26
Table 9	Breakdown of Types of School District Expenditures	27
Table 10	Audited School District Expenditures	27
Table 11	Summary of Operating Levy Elections, Oregon School Districts	28
Table 12	Full-Time Equivalency of Public School District Personnel	29
Table 13	Oregon Certificated Personnel in Public School Districts Average Salary by Position	29
Table 14	History of Budget-Related School Closures	30
Table 15	Enrollment Figures	30
Table 16	Oregon Public School Racial-Ethnic Summary, by County	31
Table 17	Four-Year Attrition Rates by Graduation Class	37
Table 18	Number of Students by Handicapping Condition and Location of Service	43
Table 19	Special Education Costs	45
Table 20	Comparison of 1987-89 Request to 1985-87 Legislative Approved Budget	62
Table 21	Operations Cost as Part of Total Funds Agency Request	64
Table 22	Oregon Department of Education and Oregon Schools for the Blind and Deaf	64
Table 23	Department of Education Budget Comparison	67
Table 24	Percent of School District Revenue from Local, State and Federal Levels	71
Table 25	Costs Per Pupil in Average Daily Membership	72
Table 26	Teacher Salary Data	73
Table 27	Pupil-Teacher Ratios	74

Profile of Oregon Schools

I

Introduction

The data included on the following pages were collected by the Department of Education from reports submitted by local school districts. The tables are intended to give policymakers an overview of selected school statistics to provide a framework for decision making about education in Oregon. Numbers alone do not tell the complete story of the status of education in the state or in individual districts and should be viewed within the context of more detailed information about local district policies, programs and school population.

Table 1 TYPES OF SCHOOL DISTRICTS 1986-87

Category	Description	Number
Unified	Offering education in grades K or 1 through 12	155
Elementary	Offering education in grades K or 1 through 8	100
Union High	Offering education in grades 9-12	23
Unified Elementary	A unified district without an operating high school	27
	TOTAL	305

Table 2 SUMMARY OF OREGON SCHOOL DISTRICTS BY TYPE AND SIZE WITH ADMr 1985-86*

Type & Size of District	Number of Districts	ADMr
Unified Districts		
3000+ ADMr	33	259,587.5
1000 - 2999 ADMr	40	74,337.0
500 - 999 ADMr	35	24,813.7
100 - 499 ADMr	49	11,473.3
Less than 100 ADMr	26	1,152.5
Totals/Averages	183	371,364.0
Elementary Districts		
3000+ ADMr	2	7,892.5
1000 - 2999 ADMr	7	10,174.0
500 - 999 ADMr	7	4,409.5
100 - 499 ADMr	36	8,738.4
Less than 100 ADMr	48	2,341.0
Totals/Averages	100	33,555.4
Union High Districts		
3000+ ADMr	2	8,556.0
1000 - 2999 ADMr	4	5,637.0
500 - 999 ADMr	5	3,565.0
100 - 499 ADMr	10	2,184.0
Less than 100 ADMr	2	116.0
Totals/Averages	23	20,058.0
State Totals/Averages	306	424,977.4

**In 1986-87 there are 305 school districts.*

Table 3 CURRENT EXPENDITURES PER PUPIL BY DISTRICT

County-School District	1980-81	1981-82	1982-83	1983-84	1984-85	Estimated 1985-86
BAKER						
Baker 5J	1,843.65	2,150.09	2,315.29	2,434.05	2,665.85	3,079.30
Huntington 16J	2,684.25	3,545.67	3,527.90	3,891.27	3,552.28	4,050.34
Burnt River 30J	3,608.49	4,453.76	5,388.52	5,424.45	6,261.73	7,150.81
Pine-Eagle 61	3,231.05	3,587.08	4,001.40	4,322.46	4,934.20	5,454.09
Average	2,155.51	2,511.00	2,724.45	2,883.22	3,144.63	3,566.82
BENTON						
Alsea 7J	3,079.09	3,476.59	3,597.06	3,688.50	3,509.16	4,274.30
Philomath 17J	2,423.71	2,910.15	2,968.00	3,263.46	3,320.73	3,431.38
Bellfountain 23	1,631.59	1,819.24	1,761.59	1,996.05	2,347.97	2,600.14
Irish Bend 24	1,861.24	2,033.96	1,982.27	2,195.93	2,346.92	2,974.91
Monroe 25J	1,961.93	2,433.71	2,305.99	2,830.28	2,924.80	3,478.89
Alpine 26	2,360.85	2,637.39	3,085.11	3,275.17	3,217.70	4,425.50
Corvallis 509J	2,652.09	3,097.04	3,328.24	3,437.87	3,724.40	3,868.20
Monroe UH1J	3,224.59	3,883.28	3,570.53	3,688.41	3,855.90	5,385.28
Average	2,608.21	3,057.01	3,237.25	3,388.05	3,619.73	3,819.49
CLACKAMAS						
West Linn 3J	2,923.11	3,182.79	3,364.86	3,452.91	3,625.25	4,134.52
Lake Oswego 7J	2,626.52	2,948.63	3,161.75	3,386.88	3,614.05	3,785.22
North Clackamas 12	2,769.97	3,211.22	3,313.33	3,427.27	3,484.87	3,695.96
Welches 13	2,127.85	2,572.11	3,008.98	2,949.83	3,045.92	3,680.10
Dickie Prairie 25	2,166.08	2,518.10	2,599.94	3,119.60	3,344.06	3,463.38
Damascus-Union 26	2,033.64	2,438.39	2,968.89	3,032.57	3,166.04	3,124.93
Carus 29	2,647.49	2,972.58	3,153.64	3,522.40	3,796.04	3,982.86
Clarkes 32	1,986.87	2,327.78	2,417.49	2,656.46	2,924.73	3,095.08
Molalla 35	2,264.45	2,560.02	2,766.33	2,684.41	2,927.55	3,122.83
Boring 44	2,385.57	2,657.03	2,921.93	3,255.60	3,389.51	3,084.07
Bull Run 45	2,459.97	2,540.64	2,540.08	2,823.86	3,404.58	3,484.68
Sandy 46	2,199.82	2,509.63	2,762.96	2,852.59	2,981.26	3,204.73
Colton 53	2,550.70	2,832.10	2,658.65	2,806.47	3,190.31	3,581.84
Oregon City 62	2,664.44	2,929.36	3,138.34	3,266.74	3,492.11	3,596.51
Butte Creek 67J	2,211.58	2,571.61	2,483.56	2,636.45	2,843.73	3,260.67
Schuebel 80	2,727.60	3,050.76	3,123.48	3,284.32	3,496.62	3,717.87
Mulino 84	2,411.08	2,826.13	3,269.64	3,457.04	3,643.18	3,675.86
Canby 86	2,192.71	2,533.71	2,635.34	2,786.83	2,936.13	3,174.42
Maple Grove 87	2,411.22	3,069.50	3,833.28	4,987.05	6,544.53	6,106.52
Ninety-One 91	1,985.69	2,306.89	2,360.18	2,457.98	2,787.59	3,036.59
Rural Dell 92	2,479.44	2,903.94	2,552.53	2,909.84	3,597.56	4,134.38
Cottrell 107	2,649.78	2,894.54	3,230.37	3,135.48	3,102.35	3,538.07
Estacada 108	2,566.14	2,892.24	3,108.05	3,191.59	3,382.89	3,561.26
Gladstone 115	2,247.09	2,473.96	2,634.32	2,872.39	3,022.35	3,091.28
Redland 116	2,479.43	2,696.50	3,008.87	3,069.91	3,251.19	3,440.48
Canby UH1	2,595.07	3,165.90	3,208.94	3,228.26	3,237.79	3,363.56
Sandy UH2	2,669.11	2,991.68	3,262.70	3,414.99	3,361.79	3,811.22
Molalla UH4	3,015.75	3,360.81	3,273.30	3,305.65	3,659.02	4,122.89
Average	2,605.28	2,949.56	3,108.27	3,238.96	3,402.14	3,616.73

County-School District	1980-81	1981-82	1982-83	1983-84	1984-85	Estimated 1985-86
CLATSOP						
Astoria 1	2,906.24	3,046.58	3,079.85	3,273.85	3,367.20	3,631.47
Lewis & Clark 5	2,938.85	3,348.19	3,042.22	3,346.67	3,383.08	4,071.86
Jewell 8	3,890.59	4,482.45	4,275.83	5,336.20	6,218.69	7,521.09
Seaside 10	2,798.33	3,259.96	3,505.39	3,630.38	3,668.55	4,132.19
Olney 11	3,391.49	4,279.10	4,203.99	4,491.75	4,161.80	4,897.82
Warrenton-Hammond 30	2,772.96	2,950.65	2,985.55	3,065.85	3,293.84	3,599.45
Average	2,876.67	3,201.97	3,277.96	3,457.39	3,564.48	3,985.66
COLUMBIA						
Scappoose 1J	2,396.72	2,675.67	2,864.39	2,963.98	3,064.74	3,211.67
Clatskanie 5J	3,167.69	3,575.01	3,889.22	4,225.48	4,421.86	4,779.46
Rainier 13J	3,007.60	3,272.14	3,646.66	3,878.22	4,115.01	4,489.80
Vernonia 47J	2,657.72	2,796.69	3,196.42	3,423.43	3,776.26	4,032.36
St. Helens 502	2,510.19	2,855.71	3,153.88	3,182.00	3,358.81	3,543.97
Average	2,736.09	3,050.55	3,350.63	3,509.63	3,694.12	3,940.60
COOS						
Coquille 8	2,489.01	2,772.53	2,780.93	3,018.61	3,428.96	3,822.97
Coos Bay 9	2,632.84	3,094.75	3,053.64	3,240.64	3,589.06	3,723.71
North Bend 13	2,581.57	2,959.79	3,031.82	3,084.18	3,324.53	3,788.66
Powers 31	3,105.36	3,782.46	3,475.15	4,349.16	4,054.83	4,493.66
Myrtle Point 41	2,997.30	2,882.88	2,874.35	3,071.13	3,394.57	3,788.70
Bandon 54	2,601.54	2,964.99	3,198.13	3,187.82	3,331.41	3,569.27
Average	2,638.51	2,994.44	3,009.39	3,159.70	3,460.29	3,759.95
CROOK CU	2,340.51	2,765.54	2,729.93	2,870.36	2,998.88	3,208.84
CURRY						
Port Orford-Langlois 2J	2,975.00	3,331.36	3,493.29	3,622.22	3,897.74	4,168.49
Gold Beach 3	2,384.50	2,670.02	2,882.35	3,118.45	3,303.12	3,643.26
Agness 4	3,371.27	4,168.17	3,905.98	5,085.40	7,170.14	6,750.00
Ophir 12	3,549.13	5,502.90	4,138.68	4,058.31	4,723.53	4,132.90
Pistol River 16	4,024.71	4,646.54	3,730.20	3,585.25	4,811.36	4,167.86
Brookings-Harbor 17	2,271.46	2,426.71	2,683.12	2,609.45	2,714.23	2,786.31
Upper Chetco 23	2,761.27	4,169.52	3,592.26	3,426.60	3,244.94	4,164.25
Gold Beach UH1	3,236.82	4,001.58	3,825.88	3,849.45	4,306.96	4,729.01
Average	2,572.08	2,892.62	3,040.99	3,077.40	3,279.31	3,451.63
DESCHUTES						
Bend 1	2,391.92	2,523.12	2,656.76	2,941.84	3,118.41	3,445.80
Redmond 2J	2,147.96	2,246.61	2,695.83	2,963.80	3,280.18	3,499.85
Sisters 6	2,442.99	2,793.08	2,903.74	3,202.55	3,318.90	3,703.19
Brothers 15	2,227.07	3,429.75	4,083.82	7,296.67	7,851.67	7,778.75
Average	2,318.36	2,452.84	2,682.99	2,964.62	3,178.94	3,479.73
DOUGLAS						
Oakland 1	2,914.08	3,398.81	3,468.11	3,687.30	3,638.44	4,138.47
Roseburg 4	2,260.75	2,467.49	2,569.24	2,781.84	3,957.23	3,280.04
Glide 12	3,253.01	3,788.55	4,011.20	3,928.01	4,182.10	4,683.03
Days Creek 15	3,256.35	3,160.75	3,582.06	3,436.27	3,820.94	4,823.93
South Umpqua 19	2,090.40	2,304.83	2,306.13	2,473.53	2,757.14	2,778.88
Camas Valley 21J	3,038.96	3,304.05	3,842.86	4,011.96	4,070.22	4,450.95
North Douglas 22	2,298.83	2,710.24	3,003.21	3,157.14	3,309.27	3,516.53

(continued on next page)

County-School District	1980-81	1981-82	1982-83	1983-84	1984-85	Estimated 1985-86
Yoncalla 32	2,488.77	2,776.39	2,957.78	3,520.90	3,099.35	3,618.60
Elkton 34	3,195.58	3,259.16	3,424.94	3,376.32	3,884.00	4,812.88
Umpqua 45	2,599.50	2,805.52	3,219.63	3,343.56	3,197.76	3,417.05
Riddle 70	2,861.30	3,059.93	3,136.14	3,211.82	3,474.63	3,909.78
Glendale 77	2,745.01	3,020.76	2,772.30	2,750.61	3,299.67	3,625.10
Reedsport 105	2,543.04	2,798.27	2,881.90	3,197.77	3,404.66	3,643.00
Winston-Dillard 116	2,403.97	2,701.09	2,828.45	3,012.08	3,035.57	3,500.61
Ash Valley 125	3,478.59	2,752.70	3,080.35	4,243.91	3,905.69	3,471.55
Sutherlin 130	2,208.26	2,573.22	2,645.51	2,681.18	2,814.79	3,126.50
Average	2,431.85	2,696.82	2,795.76	2,967.44	3,135.52	3,462.78
GILLIAM						
Arlington 3	4,302.32	4,522.48	5,016.36	6,065.97	4,569.58	6,022.84
Olex 11	4,025.83	4,532.01	6,376.98	5,725.29	5,223.99	5,323.81
Condon 25J	3,503.79	4,364.27	4,734.12	5,308.95	5,972.55	6,545.41
Average	3,835.87	4,438.91	4,921.90	5,601.03	5,344.08	6,251.91
GRANT						
John Day 3	2,280.37	2,530.32	2,794.41	2,877.54	3,003.45	3,157.05
Prairie City 4	3,496.23	2,786.53	2,797.93	2,716.21	3,036.23	3,256.80
Mt. Vernon 6	2,354.58	2,751.95	3,118.03	2,949.97	2,782.97	3,925.82
Monument 8	3,168.42	3,743.87	3,314.51	3,416.68	3,621.24	4,385.87
Dayville 16J	3,387.95	3,222.00	3,993.42	4,412.08	4,667.40	5,209.36
Long Creek 17	3,299.04	3,617.01	3,319.41	3,217.69	4,333.98	4,317.22
Average	2,668.82	2,790.18	2,974.11	3,005.08	3,206.28	3,551.01
HARNEY						
Burns 1	2,615.60	3,016.07	3,117.67	3,238.02	3,488.69	3,930.51
Crane 4	2,681.36	2,942.92	3,123.74	3,216.04	3,549.07	3,683.38
Pine Creek 5	3,652.75	3,564.36	3,395.39	3,706.23	3,474.10	2,495.50
Diamond 7	3,180.17	2,983.22	4,400.24	5,229.80	5,243.24	8,658.20
Suntex 10	6,753.43	4,544.94	3,583.77	3,486.81	5,155.52	4,532.60
Drewsey 13	3,308.75	3,722.96	2,887.32	2,853.11	2,890.45	3,360.57
Frenchglen 16	10,084.06	3,561.89	4,409.85	5,169.81	4,525.41	9,298.20
Lawen 18	5,296.12	4,404.62	3,740.06	3,874.92	5,109.50	5,795.80
Double O 28	5,477.02	4,429.36	5,691.45	5,803.35	12,630.38	9,002.29
Andrews 29	2,884.49	4,411.46	4,300.57	5,113.15	6,893.80	7,502.67
Hines 30	2,231.95	2,569.59	2,810.30	2,894.66	3,086.71	3,600.80
Sodhouse 32	2,074.02	3,425.38	4,986.94	4,449.30	5,385.31	7,732.18
Fields-Trout Creek 33	2,992.24	3,506.96	2,893.11	3,578.22	3,452.02	4,188.21
Crane UH1J	6,260.77	5,834.97	6,432.44	7,299.60	9,025.07	10,156.88
Burns UH2	3,225.18	3,739.07	4,032.21	3,928.43	4,164.53	4,620.38
Average	2,963.05	3,347.94	3,542.33	3,643.96	3,930.55	4,399.58
HOOD RIVER 1	2,739.57	2,932.24	3,084.49	3,238.10	3,349.89	3,985.00
JACKSON						
Phoenix 4	2,399.27	2,579.23	2,691.60	2,781.88	2,817.48	3,053.30
Ashland 5	2,417.31	2,669.35	2,943.64	3,119.80	3,233.79	3,520.67
Central Point 6	2,243.39	2,591.37	2,835.31	2,891.53	3,115.25	3,344.36
Eagle Point 9	2,254.46	2,541.60	2,733.39	2,750.14	3,013.36	3,460.43
Rogue River 35	2,283.34	2,487.99	2,461.37	2,714.49	2,710.64	2,914.34
Applegate 40	2,296.54	2,693.14	2,969.34	3,118.61	3,359.91	3,342.00
Prospect 59	2,746.98	3,117.88	2,846.35	2,915.54	3,301.79	3,952.20

County-School District	1980-81	1981-82	1982-83	1983-84	1984-85	Estimated 1985-86
Butte Falls 91	2,719.21	2,698.59	2,856.03	3,307.77	3,347.36	4,167.68
Pinehurst 94	5,841.97	5,668.08	7,961.24	8,111.17	6,410.25	6,521.44
Medford 549	2,261.90	2,462.21	2,671.60	2,833.75	2,775.06	2,877.41
Average	2,301.71	2,544.90	2,741.21	2,868.48	2,942.41	3,169.01
JEFFERSON						
Culver 4	2,927.79	3,263.67	3,570.51	3,981.95	3,583.43	4,006.06
Ashwood 8	6,022.05	6,775.02	5,365.16	4,960.83	6,149.56	6,269.87
Black Butte 41	5,177.17	3,542.48	4,438.44	3,842.15	4,853.33	5,171.71
Madras 509J	2,758.90	2,860.50	2,967.81	3,359.30	3,619.06	3,856.19
Average	2,804.30	2,926.31	3,059.29	3,441.85	3,640.65	3,899.50
JOSEPHINE						
Grants Pass 7	2,595.51	2,908.71	2,809.38	2,941.35	3,133.63	3,397.43
Josephine CU	2,288.57	2,656.02	2,683.03	2,769.85	2,884.12	3,102.66
Average	2,399.62	2,748.65	2,730.22	2,834.26	2,977.42	3,214.44
KLAMATH						
Klamath Falls 1	2,021.38	2,197.68	2,392.63	2,436.73	2,744.30	2,894.26
Klamath CU	2,124.55	2,339.00	2,488.75	2,748.79	2,980.17	3,124.54
Klamath UH2	2,178.80	2,555.39	2,757.26	2,639.06	2,877.51	2,719.23
Average	2,115.87	2,350.18	2,517.71	2,672.15	2,919.60	3,004.85
LAKE						
Union 5	2,258.10	2,484.70	2,774.81	3,184.60	3,737.22	3,968.50
Lakeview 7	2,572.76	3,004.80	2,858.91	2,840.93	3,165.66	3,359.94
Paisley 11	3,894.79	4,044.55	4,231.17	4,640.15	4,931.95	5,306.49
North Lake 14	2,900.69	2,793.18	3,216.12	3,131.33	3,877.18	4,066.56
Plush 18	8,613.33	9,835.49	5,389.88	6,478.40	6,115.82	5,425.93
Adel 21	3,528.02	3,085.79	3,847.24	3,831.56	3,879.59	4,689.25
Average	2,691.10	3,063.03	3,077.82	3,112.69	3,522.30	3,751.58
LANE						
Pleasant Hill 1	2,686.70	3,076.97	3,388.30	3,716.37	3,963.92	4,164.33
Eugene 4J	2,794.40	3,095.90	3,211.66	3,361.22	3,564.73	3,981.54
Springfield 19	2,385.18	2,589.31	2,857.75	2,942.08	3,150.33	3,346.74
Fern Ridge 28J	2,535.87	2,751.42	3,004.73	3,190.18	3,380.95	3,855.12
Mapleton 32	2,693.56	3,032.81	3,349.08	3,471.69	3,811.41	4,157.61
Creswell 40	2,533.09	2,974.11	3,189.79	3,396.10	3,807.14	4,197.11
South Lane 45J	2,561.06	2,934.61	2,828.78	3,125.56	3,398.72	3,627.78
Bethel 52	2,393.13	2,829.36	2,921.31	3,199.59	3,271.27	3,876.65
Crow-Applegate-Lorane 66	3,681.53	4,338.52	4,152.99	4,576.01	4,792.84	5,117.85
McKenzie 68	3,886.00	4,051.32	4,256.49	4,593.30	5,005.58	5,204.28
Junction City 69	2,795.70	2,944.57	3,259.27	3,219.31	3,511.92	3,778.79
Lowell 71	3,068.55	3,515.76	3,655.87	3,745.26	4,193.12	4,365.82
Oakridge 76	2,615.15	2,789.69	2,990.97	3,148.96	3,360.02	3,834.98
Marcola 79J	2,445.07	2,571.87	3,151.93	3,225.16	3,660.97	4,297.97
Blachly 90	3,898.19	3,966.64	4,168.81	4,625.44	4,884.51	5,248.06
Siuslaw 97J	2,236.38	2,654.81	2,876.23	2,876.72	3,120.50	3,378.41
Average	2,638.11	2,934.68	3,098.62	3,252.39	3,469.48	3,822.65
LINCOLN CU	3,089.96	3,341.07	3,465.19	3,632.38	3,951.45	4,255.84

(continued on next page)

County-School District	1980-81	1981-82	1982-83	1983-84	1984-85	Estimated 1985-86
LINN						
Griggs 4	2,693.59	3,600.19	4,478.30	4,200.21	3,595.26	NA
Greater Albany 8J	2,598.41	2,828.35	2,881.78	3,054.70	3,238.05	3,472.62
Sodaville 13	2,206.14	2,313.79	2,641.01	2,449.32	2,560.37	3,028.49
Lebanon 16	2,452.84	2,886.87	2,876.88	3,123.55	3,457.89	3,538.22
Mari-Linn 29J	1,890.97	2,110.90	2,096.96	1,999.41	2,345.01	2,480.63
Sandridge 30	4,010.07	4,760.79	4,323.32	3,499.09	3,434.13	2,259.27
Hamilton Creek 33	1,926.72	2,171.60	2,443.87	2,516.26	2,654.34	2,928.55
Harrisburg 42J	2,408.02	2,862.38	2,636.74	3,025.82	3,088.77	3,486.70
Harris 46	3,021.46	3,036.74	3,569.67	5,131.29	5,796.96	5,212.50
Sweet Home 55	2,575.44	2,840.68	2,968.72	3,270.83	3,536.94	3,644.02
Wyatt 63J	2,544.39	2,538.64	2,897.54	3,137.72	3,402.23	3,149.40
Lacomb 73	1,993.05	2,344.73	2,828.63	2,809.79	2,858.41	3,450.61
Denny 78	3,763.63	3,136.07	3,824.25	1,267.00	349.29	NA
Gore 81	2,184.27	2,812.30	4,048.75	3,604.24	3,260.36	4,212.21
Crowfoot 89	2,662.38	2,963.93	3,164.17	3,350.13	3,164.77	3,714.48
Scio 95	2,500.79	2,970.93	3,049.27	2,937.82	3,238.46	3,781.73
Tennessee 102	2,278.90	2,575.46	2,538.45	2,917.15	3,134.07	3,997.95
Lourdes 124	1,924.36	2,400.50	2,210.94	3,348.46	3,769.87	3,416.35
Mill City-Gates 129J	2,757.90	3,056.98	3,328.40	3,612.96	3,577.27	3,702.29
Central Linn 552	3,244.77	3,522.73	3,829.75	3,893.17	3,923.07	4,174.25
Lebanon UH1	2,712.18	3,118.75	3,220.95	3,602.66	3,753.06	3,757.23
Harrisburg UH5J	4,032.16	3,880.36	3,594.05	3,899.70	4,123.29	4,983.56
Average	2,609.26	2,898.01	2,989.43	3,182.98	3,334.84	3,579.80
MALHEUR						
Brogan 1	2,257.79	2,381.64	2,516.49	3,004.96	2,724.97	3,050.00
Jordan Valley 3	1,352.62	1,485.83	1,561.93	1,518.06	1,958.45	2,342.08
Ontario 8	1,847.26	2,096.46	2,344.28	2,481.22	2,521.28	2,796.00
Juntura 12	2,708.12	3,320.74	3,723.55	2,910.37	3,497.98	3,548.14
Vale 15	1,765.90	2,048.02	2,413.11	2,481.36	2,528.65	2,652.12
Nyssa 26	2,030.23	2,204.58	2,256.70	2,434.60	2,790.39	2,944.27
Annex 29	2,257.11	2,113.90	3,244.27	2,714.14	3,079.95	3,534.40
Willowcreek 42	1,524.10	1,526.83	1,708.11	1,647.78	1,805.90	2,220.30
McDermitt 51	1,884.26	2,076.63	2,222.82	2,362.43	2,582.71	2,622.68
Adrian 61	2,375.49	2,756.11	2,976.28	3,194.39	3,057.45	3,590.86
Harper 66	3,191.07	2,893.50	3,251.45	3,374.31	3,848.13	4,385.94
Arock 81	2,517.81	3,336.05	2,900.24	2,884.38	3,430.09	3,571.26
Jordan Valley UH1	2,286.59	3,049.20	2,328.31	3,142.80	3,558.57	4,528.12
Vale UH3	2,378.43	2,549.75	2,673.90	2,868.34	3,093.02	3,847.74
Average	1,968.63	2,197.03	2,413.09	2,535.04	2,669.48	2,959.00
MARION						
Silverton 4	1,865.29	2,262.41	2,409.82	2,495.95	2,668.03	2,866.09
Sublimity 7	1,875.53	2,166.68	2,556.94	2,755.51	3,256.98	3,370.13
Evergreen 10	1,699.06	1,879.06	1,950.61	2,296.93	2,994.70	3,044.47
Aumsville 11	1,796.56	2,153.61	2,340.46	2,606.54	2,439.81	2,831.08
Pioneer 13	2,294.26	2,699.20	2,684.75	2,826.97	3,387.99	3,593.72
Jefferson 14J	2,616.95	2,875.33	2,938.72	3,313.70	3,588.84	3,933.45
North Marion 15	2,307.14	2,740.97	2,822.17	3,038.89	3,299.54	3,546.40
Marion 20	1,837.50	2,544.47	2,413.78	2,877.47	2,895.37	3,491.67
Salem 24J	2,408.26	2,697.43	2,756.61	3,017.13	3,155.89	3,383.76
Brooks 31	2,679.21	2,924.04	3,105.22	3,549.38	3,749.83	4,093.72
Victor Point 42	1,481.97	1,666.56	1,763.09	1,963.52	2,079.06	2,200.24
St. Paul 45	3,628.44	5,137.50	4,778.91	4,928.78	4,593.70	4,989.35

County-School District	1980-81	1981-82	1982-83	1983-84	1984-85	Estimated 1985-86
Pratum 50	2,363.56	2,843.65	3,348.82	3,084.73	2,741.54	2,988.40
North Howell 51	2,252.13	2,363.39	2,359.94	2,945.39	2,938.39	3,377.86
Eldriedge 60	2,555.44	3,234.88	2,688.65	3,364.49	3,294.58	3,702.68
West Stayton 61	2,356.27	2,536.22	2,740.21	4,118.92	4,020.15	3,740.53
Bethany 63	2,012.80	2,304.34	2,594.75	2,658.02	3,069.96	3,308.86
Scotts Mills 73J	1,780.03	1,885.45	2,184.64	2,197.75	2,718.46	2,778.00
Gervais 76	2,064.85	2,308.73	2,488.79	2,858.53	2,906.17	3,314.46
Stayton 77J	1,856.66	2,062.49	2,192.44	2,289.62	2,392.89	2,812.12
Turner 79	2,230.67	2,675.68	2,861.47	3,087.11	3,052.86	3,975.59
Parkersville 82	1,424.20	1,850.11	2,071.38	1,927.51	1,773.26	2,256.26
Mt. Angel 91	1,779.17	2,245.86	2,604.81	2,509.97	2,547.85	2,655.74
Silvercrest 93	1,605.31	1,930.19	2,367.23	2,483.47	2,392.96	2,523.42
Woodburn 103	2,185.68	2,527.46	2,688.16	2,795.63	2,997.62	3,244.61
Detroit 123J	3,298.69	4,027.22	4,328.58	4,471.83	5,018.90	5,619.37
North Santiam 126	1,901.21	2,647.35	2,615.14	2,755.14	3,184.68	3,681.32
Buena Crest 134	1,901.35	2,468.44	2,169.90	2,618.23	2,917.42	3,091.02
Monitor 142J	1,744.97	2,209.32	2,480.08	3,252.55	2,937.26	3,498.14
Cloverdale 144	1,632.80	2,157.65	2,305.90	2,191.98	2,097.43	2,494.21
Central Howell 540	1,851.73	2,298.31	2,593.92	2,683.93	2,688.39	2,715.35
Gervais UH1	2,809.09	3,327.19	3,475.44	3,413.98	4,070.56	4,497.06
Stayton UH4J	2,889.10	3,296.98	3,561.17	3,589.29	3,871.90	4,056.84
Cascade UH5	2,235.59	2,547.03	2,694.76	2,928.29	3,123.87	3,436.29
Silverton UH7J	2,113.56	2,448.02	2,695.54	2,814.45	2,958.44	3,057.85
Average	2,330.23	2,649.23	2,742.51	2,971.89	3,118.62	3,363.53
MORROW 1	2,845.93	3,345.57	3,595.68	3,674.50	2,788.90	4,253.92
MULTNOMAH						
Portland 1J	2,773.79	3,255.50	3,585.22	3,959.35	3,962.60	4,217.93
Parkrose 3	2,962.73	3,124.21	3,432.07	3,632.72	3,841.90	3,700.56
Gresham 4	2,328.94	2,464.82	2,644.08	2,800.88	2,999.58	3,188.65
Orient 6J	2,116.46	2,400.78	2,682.98	3,007.52	3,244.20	3,490.63
Reynolds 7	2,377.20	3,498.47	2,690.41	2,796.87	3,036.60	3,327.32
Sauvie Island 19	3,468.52	4,012.37	4,482.49	5,280.73	4,879.44	5,045.14
Centennial 28J	2,531.87	2,799.00	2,886.59	3,062.54	3,270.90	3,655.51
Corbett 39	3,021.28	3,403.81	3,487.97	3,537.22	3,641.46	4,041.51
David Douglas 40	2,765.34	3,037.02	3,274.77	3,347.41	3,541.77	3,685.99
Bonneville 46	3,994.01	5,973.49	5,622.38	4,929.60	5,559.27	12,017.71
Riverdale 51J	3,280.77	3,879.84	4,249.55	4,154.05	5,001.24	5,719.57
Gresham UH2J	2,748.15	3,029.51	3,195.27	3,256.85	3,530.43	3,554.80
Average	2,706.37	3,082.18	3,358.94	3,638.41	3,720.52	3,963.22
POLK						
Dallas 2	2,732.14	2,604.60	2,769.05	2,916.98	3,010.02	3,232.35
Central 13J	2,479.56	2,833.22	3,201.38	3,336.97	3,494.58	3,676.63
Perrydale 21J	3,500.75	3,730.83	4,284.87	4,364.90	4,556.57	4,629.72
Falls City 57	2,767.96	2,536.58	2,785.12	2,969.30	3,305.63	4,190.40
Valsetz	5,933.95	6,899.41	7,936.49	14,756.25	NA	NA
Average	2,530.34	2,804.65	3,063.23	3,266.55	3,271.39	3,640.73
SHERMAN						
Rufus 3	2,759.90	3,619.83	4,148.26	4,169.53	4,164.30	5,427.50
Wasco 7	4,292.36	4,127.19	4,252.49	4,195.88	4,740.05	5,026.83
South Sherman 17J	2,836.26	3,056.91	3,214.48	3,478.00	4,093.30	4,922.99

(continued on next page)

County-School District	1980-81	1981-82	1982-83	1983-84	1984-85	Estimated 1985-86
Sherman UH1J	4,947.11	4,895.48	5,236.43	5,471.54	6,728.46	7,645.19
Average	3,742.62	3,941.55	4,217.42	4,377.91	5,050.19	5,824.00
TILLAMOOK						
Beaver 8	2,220.51	2,616.89	2,962.65	3,186.67	3,301.36	3,475.87
Tillamook 9	2,705.16	3,144.81	3,370.83	3,199.16	3,342.00	3,697.34
Hebo 13J	3,366.77	3,644.00	3,594.97	3,215.05	4,873.66	4,456.02
Cloverdale 22	1,930.53	2,336.55	2,522.45	2,867.36	2,973.35	3,478.56
Neah-Kah-Nie 56	3,202.19	3,689.00	4,052.86	4,230.29	4,516.99	4,736.96
Nestucca UH3J	3,565.56	4,842.71	4,723.26	4,433.49	5,070.01	5,331.91
Average	2,822.13	3,311.36	3,559.79	3,503.62	3,723.76	4,029.84
UMATILLA						
Helix 1	4,938.59	4,969.07	5,652.45	6,234.16	5,958.07	6,374.91
Pilot Rock 2	2,337.38	2,848.27	2,867.12	3,061.66	3,409.12	3,637.18
Tum-A-Lum 4	2,709.62	3,063.02	NA	NA	NA	NA
Echo 5	2,999.38	3,489.03	3,858.71	3,849.82	4,878.77	4,642.63
Umatilla 6	2,140.10	2,354.42	2,581.40	2,735.06	2,715.42	3,139.37
Hermiston 8	2,099.91	2,310.16	2,601.55	2,748.62	2,842.10	2,966.91
Ferndale 10	2,054.56	2,423.69	2,826.10	3,145.67	3,418.69	5,155.32
Umapine 13	3,324.91	3,874.69	5,287.66	4,735.95	4,808.29	4,783.59
Pendleton 16	2,249.22	2,521.39	2,707.05	2,929.09	3,074.76	3,203.81
Athena-Weston 29J	2,731.55	3,017.34	3,139.33	3,243.48	3,545.97	3,639.52
Milton-Freewater 31	2,098.32	2,302.08	2,449.69	2,557.98	2,985.48	3,382.15
Stanfield 61	2,163.63	2,297.08	2,695.86	2,910.78	3,135.11	3,280.64
Ukiah 80	4,095.07	4,251.83	4,869.02	5,669.58	4,997.68	5,329.02
McLoughlin UH3	2,785.33	3,414.58	3,462.12	3,293.60	3,992.92	3,733.26
Average	2,294.86	2,562.91	2,792.31	2,951.15	3,135.50	3,329.37
UNION						
La Grande 1	2,471.81	2,822.97	3,022.36	2,920.45	3,280.86	3,543.09
Union 5	2,212.80	2,825.25	3,219.96	2,893.15	3,245.80	3,351.00
North Powder 8J	3,030.93	3,700.35	4,088.19	4,635.68	4,665.41	4,246.94
Imbler 11	2,246.98	2,772.47	2,904.54	2,979.85	2,964.12	3,537.22
Cove 15	2,031.59	2,498.11	2,727.10	3,129.99	3,511.26	3,739.31
Elgin 23	2,485.14	2,852.63	3,061.87	3,240.96	3,575.91	3,995.97
Average	2,423.65	2,833.36	3,055.17	3,019.48	3,337.32	3,602.94
WALLOWA						
Joseph 6	2,638.18	2,879.33	3,396.42	3,515.22	3,483.59	4,017.92
Wallowa 12	2,890.59	3,162.67	3,270.79	3,301.88	3,674.17	4,053.46
Enterprise 21	2,783.36	3,118.93	3,533.16	3,483.04	3,862.78	4,570.01
Troy 54	2,883.02	4,269.22	3,405.91	4,208.28	5,518.31	5,782.22
Average	2,773.35	3,067.67	3,421.70	3,449.38	3,707.41	4,270.90
WASCO						
Chenowith 9	2,937.77	3,409.65	3,416.86	3,571.80	3,990.95	4,164.39
The Dalles 12	2,454.61	2,795.20	2,937.43	2,897.96	3,183.22	3,723.61
Petersburg 14	3,545.57	4,213.07	4,157.44	4,201.94	4,863.48	5,144.14
Dufur 29	3,202.53	3,444.53	3,298.53	3,818.42	4,173.81	4,719.31
Tygh Valley 40	2,527.01	2,945.30	3,038.30	3,187.33	3,228.67	3,771.80
Wamic 42	2,520.72	2,841.47	2,736.54	2,809.00	4,016.63	3,366.56
Rajneeshpuram 50	3,293.91	3,946.16	3,374.26	729.06	368.93	12,231.17
Maupin 84	2,613.57	3,256.07	3,245.76	3,605.26	4,086.80	5,217.91

County-School District	1980-81	1981-82	1982-83	1983-84	1984-85	Estimated 1985-86
Wasco UH1	3,939.86	4,270.93	4,272.57	4,187.07	5,044.52	5,724.24
Average	2,695.98	3,086.28	3,161.28	3,168.79	3,486.57	4,053.60
WASHINGTON						
West Union 1	2,142.31	2,631.58	3,042.14	3,377.34	3,400.55	3,630.25
Hillsboro 7	2,062.45	2,301.50	2,505.04	2,592.46	2,746.09	3,082.15
Banks 13	2,251.88	2,642.01	2,691.63	2,955.27	3,079.65	3,690.11
Forest Grove 15	2,384.51	2,529.40	2,689.87	2,761.48	2,926.55	3,378.81
Tigard 23J	2,500.94	2,784.03	3,094.01	3,172.20	3,419.46	3,666.52
Reedville 29	2,191.67	2,601.46	2,650.89	2,903.61	2,907.88	3,105.64
Groner 39	2,518.28	2,761.67	2,889.34	3,286.89	3,478.00	4,150.53
Beaverton 48J	2,591.51	2,880.24	3,125.19	3,255.72	3,418.24	3,640.04
Farmington View 58J	1,721.97	2,212.63	2,418.63	2,465.74	2,636.12	2,906.76
North Plains 70	2,251.09	2,309.41	2,598.89	2,718.09	2,982.77	3,478.82
Sherwood 88J	2,705.52	3,108.27	3,333.93	3,409.36	3,768.82	4,082.99
Gaston 511J	2,668.06	2,737.63	2,676.72	2,910.86	3,066.23	3,504.14
Hillsboro UH3J	2,722.25	3,110.70	3,298.63	3,313.22	3,527.19	3,604.81
Average	2,505.54	2,799.66	3,023.48	3,134.12	3,310.21	3,563.75
WHEELER						
Spray 1	4,006.92	4,168.94	4,708.08	4,444.43	5,581.38	6,708.18
Fossil 21J	3,792.48	3,979.82	4,129.67	4,170.23	4,423.01	5,489.50
Mitchell 55	3,681.52	3,947.75	4,567.47	5,522.57	6,390.16	5,550.15
Average	3,806.38	4,017.54	4,401.33	4,575.03	5,161.39	5,776.81
YAMHILL						
Amity 4J	2,466.27	2,748.28	3,178.46	3,043.01	3,242.65	3,476.59
Dayton 8	2,509.11	2,859.10	3,379.01	3,416.82	3,490.58	3,746.40
Carlton 11	2,049.15	2,247.28	2,616.90	2,775.00	2,846.92	2,899.29
Yamhill 16	1,794.66	2,014.07	2,163.51	2,368.10	2,637.98	2,738.61
Newberg 29J	2,387.76	2,655.02	2,657.99	2,883.78	3,037.26	3,126.28
Willamina 30J	2,429.91	2,650.70	2,742.07	3,088.26	3,424.76	3,308.29
McMinnville 40	2,416.14	2,580.37	2,630.27	2,699.22	2,843.28	3,093.96
Sheridan 48J	2,219.83	2,806.61	2,911.68	2,976.96	3,038.14	3,312.46
Yamhill-Carlton UH1	3,095.45	3,398.81	3,371.36	3,118.28	3,366.46	3,871.63
Average	2,390.00	2,643.75	2,742.83	2,877.82	3,037.55	3,197.41
STATE AVERAGE	2,541.11	2,854.98	3,032.37	3,204.16	3,367.01	3,629.91*

Audited expenditures are historically lower than estimates; therefore, the actual per pupil expenditures for 1985-86 are expected to be $3,547.37.

Table 4 ASSESSED VALUE, TAX RATES BY DISTRICT

County-SD	1980-81 Assessed Value	1980-81 Tax Rate	1981-82 Assessed Value	1981-82 Tax Rate	1982-83 Assessed Value	1982-83 Tax Rate	1983-84 Assessed Value	1983-84 Tax Rate	1984-85 Assessed Value	1984-85 Tax Rate	1985-86 Assessed Value	1985-86 Tax Rate
BAKER												
Baker 5J	211,821,980	11.93	290,270,701	9.21	309,945,974	9.72	333,807,819	8.66	352,590,377	8.72	363,587,246	8.93
Huntington 16J	20,018,290	16.17	21,712,981	16.42	27,309,445	13.28	28,129,441	14.93	30,638,926	14.02	30,087,796	15.03
Burnt River 30J	13,812,220	20.65	14,878,129	21.14	14,240,328	22.75	16,466,237	22.05	18,130,157	21.35	17,783,506	20.12
Pine-Eagle 61	60,985,492	18.77	64,160,294	18.72	74,659,296	14.14	82,045,814	17.30	94,857,107	15.22	96,784,915	14.28
Total	306,637,982		391,022,105		426,155,043		460,449,311		496,216,567		508,243,463	
BENTON												
Alsea 7J	22,398,537	7.39	25,692,647	9.47	30,976,881	10.17	30,809,479	8.84	30,496,059	13.24	28,174,946	14.78
Philomath 17J	145,450,476	8.56	148,776,058	14.35	165,121,269	11.85	182,118,037	11.85	187,631,055	13.38	186,129,588	12.49
Bellfountain 23	11,774,049	1.29	12,945,493	4.00	14,322,522	5.56	14,254,433	4.51	14,069,741	5.71	13,197,012	8.14
Irish Bend 24	7,741,295	6.23	8,600,111	6.13	8,539,503	6.55	8,920,295	6.62	9,267,022	7.14	9,180,893	6.61
Monroe 25J	27,800,576	7.65	28,769,995	9.22	29,362,205	8.74	31,566,293	7.73	32,555,144	8.19	32,327,667	8.63
Alpine 26	10,621,431	13.52	11,559,459	8.33	12,838,644	8.88	13,426,055	7.61	13,731,059	11.65	13,528,211	11.61
Corvallis 509J	1,009,201,302	13.75	1,060,656,317	16.28	1,174,110,339	14.83	1,303,128,346	14.91	1,385,215,571	15.44	1,437,423,663	15.65
Monroe UH1J	57,937,351	6.43	61,875,058	6.51	65,062,874	7.16	68,167,076	6.44	69,622,966	7.76	68,233,783	6.96
Total	1,292,925,017		1,358,875,138		1,500,334,237		1,652,390,014		1,742,588,617		1,788,195,763	
CLACKAMAS												
West Linn 3J	579,352,123	13.57	725,654,260	15.06	775,706,940	14.58	827,429,520	13.85	867,487,180	13.93	889,492,867	14.23
Lake Oswego 7J	967,141,701	11.66	1,048,316,927	13.74	1,151,606,809	13.33	1,249,093,263	13.60	1,328,252,870	13.66	1,353,812,547	13.94
North Clackamas 12	1,715,855,790	11.93	1,943,890,030	16.42	2,080,424,330	13.94	2,268,215,360	13.34	2,352,052,570	13.80	2,372,154,820	14.54
Welches 13	155,409,080	5.16	187,106,930	5.47	222,476,810	4.29	216,924,710	4.45	230,682,460	4.78	228,817,480	4.76
Dickie Prairie 25	11,657,260	4.23	12,460,670	4.87	14,610,060	7.36	15,086,300	7.02	15,687,320	8.09	16,398,610	9.81
Damascus-Union 26	105,016,490	7.07	119,841,850	10.45	124,565,760	9.37	135,807,030	7.43	140,898,000	7.73	139,819,510	8.73
Carus 29	43,287,650	12.71	47,953,620	14.21	51,395,350	14.77	55,458,790	14.41	55,678,950	15.84	54,120,740	11.57
Clarkes 32	28,664,330	7.48	31,669,330	8.98	35,921,860	8.61	37,815,480	8.75	40,017,230	10.41	40,374,520	9.10
Molalla 35	174,845,500	9.27	194,445,800	9.55	212,268,600	7.88	216,926,790	8.74	231,584,080	8.53	230,122,560	8.67
Boring 44	78,647,490	9.28	89,735,370	10.38	98,022,490	9.93	105,512,000	9.78	109,639,370	10.44	108,737,740	10.63
Bull Run 45	14,769,460	11.74	17,305,340	10.95	19,854,910	9.10	21,478,930	9.09	22,088,250	7.88	21,492,980	10.13
Sandy 46	206,158,630	9.13	238,024,230	8.86	270,036,380	8.92	291,384,200	7.98	300,533,120	8.81	300,720,300	9.47
Colton 53	66,720,700	11.06	73,398,520	16.54	86,764,980	10.25	90,596,030	13.50	94,303,230	13.54	92,107,120	16.73
Oregon City 62	705,643,610	15.03	777,433,430	17.50	837,321,190	17.25	876,674,950	17.63	892,292,800	17.59	884,906,520	16.92
Butte Creek 67J	30,394,649	14.38	31,884,140	10.79	34,625,830	6.44	36,766,390	8.55	37,137,810	11.05	36,679,470	10.60
Schuebel 80	10,205,950	13.19	11,148,320	13.12	12,498,290	12.20	13,740,450	11.89	14,495,090	11.76	14,249,600	12.85
Mulino 84	39,740,390	10.34	43,181,100	12.05	48,739,660	10.12	52,465,230	11.24	56,245,700	11.17	56,400,280	11.62
Canby 86	341,052,660	8.60	376,267,770	9.81	402,008,480	8.67	437,650,260	8.24	452,307,940	8.75	452,390,650	8.32
Maple Grove 87	6,511,040	2.25	7,123,300	0.65	8,909,290	0.63	8,938,490	4.71	8,568,930	4.72	8,279,580	8.56
Ninety-One 91	44,582,050	12.78	48,177,320	12.71	50,807,930	11.11	55,011,870	10.51	56,444,270	9.00	55,394,180	9.91
Rural Dell 92	22,750,070	8.78	24,471,920	9.42	26,075,610	9.20	27,990,970	10.85	30,212,920	9.03	30,305,390	9.43
Cottrell 107	23,354,790	14.13	26,143,060	13.52	28,816,980	8.65	31,164,030	9.78	31,819,040	11.30	31,017,560	12.90
Estacada 108	235,566,130	18.92	264,260,860	14.29	291,859,610	13.06	312,993,690	14.62	329,793,520	14.07	326,358,470	17.06
Gladstone 115	188,918,670	15.25	201,491,240	16.12	215,043,000	16.02	232,352,650	15.70	242,264,940	15.84	239,292,350	16.55
Redland 116	77,608,710	12.19	86,631,220	13.79	95,912,090	11.54	102,923,370	10.98	110,600,010	13.20	107,507,930	11.92

Canby UH1	428,922,360	5.44	472,398,710	6.41	504,211,760	6.11	548,120,920	5.66	564,431,160	5.98	561,905,570	6.24
Sandy UH2	450,301,120	4.82	526,617,500	4.69	606,276,610	4.49	630,422,760	4.40	657,561,330	5.76	654,334,280	5.83
Molalla UH4	320,726,210	4.83	352,584,070	5.67	389,781,980	5.44	405,617,840	6.77	430,489,470	6.34	428,705,240	6.00
Total	7,073,804,613		7,979,616,837		8,696,543,589		9,304,562,273		9,703,569,560		9,735,898,864	
CLATSOP												
Astoria 1	206,344,784	10.13	218,010,568	8.28	229,056,868	9.89	239,017,688	9.76	244,362,041	11.55	250,953,504	12.39
Lewis & Clark 5	53,574,691	11.55	56,769,700	7.26	64,830,760	10.39	65,060,190	7.60	64,669,615	11.30	65,935,339	10.74
Jewell 8	30,187,017	1.36	31,997,230	3.84	40,661,230	2.85	39,902,620	0.86	38,600,738	2.28	37,488,346	4.53
Seaside 10	383,613,536	6.36	416,513,612	8.23	477,360,008	8.98	529,349,668	7.09	581,295,155	8.40	588,307,165	9.19
Olney 11	14,403,121	2.11	15,386,940	2.62	19,335,460	1.83	19,815,810	0.86	19,289,500	2.93	19,504,509	4.33
Warrenton-Hammond 30	92,831,513	13.94	97,515,290	14.27	102,541,920	12.90	104,162,040	13.23	108,175,872	12.62	115,845,644	12.58
Total	780,954,662		836,193,340		933,786,246		997,308,016		1,056,392,921		1,078,034,507	
COLUMBIA												
Scappoose 1J	169,599,459	12.81	190,643,863	9.72	206,700,323	8.98	215,608,860	11.93	226,532,304	12.65	228,902,041	11.94
Clatskanie 5J	387,633,978	7.74	436,161,708	10.89	433,017,077	10.75	467,124,668	11.32	485,990,307	9.17	469,822,421	11.38
Rainier 13J	335,260,717	11.53	393,627,855	9.99	397,384,163	4.74	423,410,107	10.03	460,661,378	9.24	425,560,278	10.48
Vernonia 47J	72,675,637	6.86	90,722,570	6.35	98,926,934	8.01	108,705,730	7.00	105,094,319	9.14	114,051,494	9.54
St. Helens 502	338,881,429	14.95	393,845,144	12.11	417,254,935	10.98	417,390,703	13.40	434,602,832	13.14	431,143,759	14.59
Total	1,304,051,220		1,505,001,140		1,553,283,432		1,632,240,068		1,712,881,140		1,669,479,993	
COOS												
Coquille 8	138,105,810	11.14	155,919,550	17.56	149,750,050	13.32	161,205,720	14.05	168,810,833	15.57	164,818,521	16.60
Coos Bay 9	540,072,230	10.03	579,308,740	15.12	573,039,950	14.92	584,868,820	12.90	617,346,712	15.70	626,963,135	14.22
North Bend 13	332,030,240	13.61	364,436,430	15.26	363,269,030	17.15	367,609,860	17.63	360,958,180	18.89	371,521,808	16.73
Powers 31	14,425,600	13.26	15,900,950	13.34	17,317,940	14.99	16,779,690	14.47	18,429,860	18.24	19,939,802	17.65
Myrtle Point 41	106,990,950	11.74	117,503,160	9.68	121,517,130	12.29	123,981,990	11.89	132,066,240	16.54	128,181,011	16.98
Bandon 54	112,016,030	12.65	126,681,610	12.56	140,804,780	13.24	158,616,230	12.44	155,614,365	15.51	156,308,794	14.67
Total	1,243,640,860		1,359,750,440		1,365,698,880		1,413,062,310		1,453,226,190		1,467,733,071	
CROOK CU	283,800,900	11.50	300,136,010	9.80	313,986,330	10.86	331,817,860	12.09	346,209,290	11.68	356,449,450	11.99
CURRY												
Port Orford-Langlois 2J	85,171,940	7.19	91,662,330	10.36	102,453,150	9.59	111,251,640	11.58	114,169,412	9.58	110,806,456	11.51
Gold Beach 3	118,093,570	2.82	124,577,900	6.47	134,650,660	5.55	137,332,030	6.06	143,503,340	6.29	139,171,830	6.57
Agness 4	10,074,700	0.59	10,680,620	2.05	11,311,310	2.86	12,044,900	3.72	12,349,840	2.90	13,137,160	2.37
Ophir 12	18,325,960	4.99	19,014,260	8.75	20,714,430	6.49	22,493,160	5.05	25,736,050	6.62	25,476,920	4.41
Pistol River 16	8,911,760	0.59	11,455,300	2.23	12,099,080	1.57	12,006,240	0.88	11,708,880	2.94	11,769,900	1.92
Brookings-Harbor 17	259,681,190	0.88	267,359,090	5.72	300,928,600	10.58	319,846,060	4.97	334,673,600	5.98	332,633,710	6.86
Upper Chetco 23	7,024,930	0.88	8,253,380	5.34	10,022,900	6.73	9,913,010	8.16	9,709,290	8.77	9,318,510	4.97
Gold Beach UH1	155,405,990	3.26	165,728,080	4.70	178,775,480	4.39	183,876,330	4.59	193,298,110	6.11	189,555,810	4.87
Total	662,690,040		698,730,960		770,955,610		808,763,370		845,148,522		831,870,296	
DESCHUTES												
Bend 1	1,214,074,177	13.23	1,392,513,688	11.83	1,462,565,769	12.00	1,593,653,261	12.59	1,637,552,351	10.66	1,675,007,634	12.78
Redmond 2J	407,871,316	11.45	455,244,631	10.87	452,036,588	13.66	485,208,634	13.94	489,072,063	14.41	495,095,278	15.04
Sisters 6	168,054,325	6.44	191,981,985	9.24	227,069,656	7.84	248,113,495	7.60	271,326,868	7.26	285,626,391	7.16
Brothers 15	4,456,964	7.66	4,860,168	5.32	5,032,738	10.79	5,748,502	10.05	6,070,954	10.06	6,284,632	7.86
Total	1,794,456,782		2,044,600,472		2,146,704,751		2,332,723,892		2,404,022,236		2,462,013,935	

13

(continued on next page)

County-SD	1980-81 Assessed Value	1980-81 Tax Rate	1981-82 Assessed Value	1981-82 Tax Rate	1982-83 Assessed Value	1982-83 Tax Rate	1983-84 Assessed Value	1983-84 Tax Rate	1984-85 Assessed Value	1984-85 Tax Rate	1985-86 Assessed Value	1985-86 Tax Rate
DOUGLAS												
Oakland 1	58,367,440	11.19	60,717,300	10.81	64,968,950	11.00	66,363,960	10.73	67,702,150	15.75	72,164,772	12.78
Roseburg 4	747,339,340	10.10	807,581,980	10.49	871,501,750	11.66	887,711,575	12.22	949,662,255	12.09	981,962,814	11.57
Glide 12	170,712,070	6.72	183,287,660	10.45	195,146,870	10.87	188,239,570	10.89	197,388,885	14.47	205,452,733	13.77
Days Creek 15	32,959,100	11.35	34,221,300	13.06	34,338,520	14.27	35,652,870	12.65	35,856,170	17.79	37,061,525	14.54
South Umpqua 19	163,164,420	8.93	190,792,040	10.83	195,724,050	10.36	194,941,740	12.25	206,518,940	12.84	215,058,380	11.48
Camas Valley 21J	17,410,450	9.61	17,970,950	10.76	18,719,660	11.38	18,270,550	11.88	18,393,150	14.75	17,701,226	8.96
North Douglas 22	58,178,900	13.24	64,312,160	12.14	66,874,770	13.38	63,229,660	11.32	58,559,510	19.60	58,623,112	13.71
Yoncalla 32	42,310,010	14.57	46,079,560	14.28	48,828,570	12.13	49,978,890	7.22	51,703,280	16.78	52,614,703	15.58
Elkton 34	39,867,220	3.49	44,238,990	6.18	49,457,650	6.37	48,213,880	4.80	49,249,210	10.14	50,102,954	9.49
Umpqua 45	16,224,870	1.11	17,526,200	3.52	18,205,710	9.23	18,761,190	2.80	19,365,700	4.07	19,747,932	7.99
Riddle 70	112,444,520	7.42	115,719,490	8.37	124,020,130	8.97	116,154,480	10.17	117,737,210	12.13	126,963,365	10.63
Glendale 77	64,214,730	10.03	60,715,620	10.83	66,189,280	10.54	64,421,140	12.23	70,191,710	11.79	77,193,668	11.32
Reedsport 105	221,618,060	8.49	260,184,980	8.82	272,378,580	8.40	312,218,940	7.57	319,223,495	9.63	249,093,206	11.87
Winston-Dillard 116	256,634,760	7.87	265,399,280	12.42	274,048,110	10.38	219,888,420	16.79	230,932,540	11.10	239,602,281	12.54
Ash Valley 125	3,493,910	3.03	4,025,430	9.13	4,307,810	0.79	4,136,620	0.88	4,688,120	5.88	4,928,251	6.32
Sutherlin 130	118,335,260	12.64	124,536,080	13.82	131,624,590	11.37	137,734,990	10.38	142,248,600	14.10	138,800,652	14.58
Total	2,123,275,060		2,297,309,020		2,436,335,000		2,425,918,475		2,539,420,925		2,547,071,574	
GILLIAM												
Arlington 3	40,138,106	17.15	40,398,264	17.69	39,986,886	18.73	37,836,202	19.63	40,072,645	15.91	41,818,683	17.31
Olex 11	10,414,352	10.71	10,548,734	8.22	11,356,314	9.71	11,929,021	9.39	12,870,841	9.66	13,987,330	8.60
Condon 25J	37,075,173	19.14	38,538,598	21.21	40,939,191	21.79	42,963,437	21.91	47,054,937	21.44	49,148,555	20.97
Total	87,627,631		89,485,596		92,282,391		92,728,660		99,998,423		104,954,568	
GRANT												
John Day 3	80,550,894	5.60	89,817,958	5.28	91,709,546	7.65	97,585,205	10.44	112,865,900	7.67	117,118,834	6.89
Prairie City 4	26,244,826	7.74	29,537,066	6.64	30,638,804	10.43	34,203,194	11.57	37,390,287	8.39	38,049,805	6.37
Mt. Vernon 6	12,305,785	5.16	14,732,326	6.58	15,106,961	8.61	16,448,153	8.13	17,684,354	4.58	19,019,282	10.75
Monument 8	9,102,355	6.61	10,664,494	8.65	11,247,760	8.13	12,569,111	6.98	13,635,624	8.04	13,943,833	7.38
Dayville 16J	7,213,034	9.82	8,233,105	8.85	8,489,997	4.91	10,014,763	8.27	10,830,627	8.70	11,194,787	8.94
Long Creek 17	11,566,631	7.23	13,921,877	5.53	14,578,689	6.65	16,706,694	6.41	18,699,949	4.58	19,297,835	8.83
Total	146,983,525		166,906,826		171,771,757		187,527,120		11,106,741		218,624,376	
HARNEY												
Burns 1	68,916,740	6.18	78,053,063	10.18	88,520,678	11.06	96,406,839	10.73	95,865,550	12.03	95,516,483	7.96
Crane 4	11,885,661	6.23	16,990,260	9.37	17,772,475	10.38	18,544,035	9.21	17,716,410	9.98	17,352,518	11.72
Pine Creek 5	1,715,242	6.68	1,838,886	8.84	2,001,177	8.83	2,117,635	8.42	2,382,730	9.20	2,260,328	6.77
Diamond 7	2,674,937	4.30	3,074,423	6.65	3,452,303	8.08	3,704,576	6.99	3,667,250	7.32	3,868,009	6.77
Suntex 10	5,028,138	5.29	7,191,642	7.40	10,659,630	8.08	11,310,433	6.99	11,139,310	7.32	11,750,708	6.77
Drewsey 13	3,350,960	5.73	4,741,852	7.98	6,297,878	8.87	6,976,501	7.62	6,961,140	7.73	7,302,222	6.77
Frenchglen 16	3,936,351	4.30	3,847,072	6.65	6,841,127	8.08	6,685,738	6.99	6,012,930	7.32	6,169,976	6.77
Lawen 18	7,016,517	4.30	7,356,861	6.65	7,442,064	8.08	7,348,693	6.99	6,605,310	7.32	5,754,368	6.77
Double O 28	1,011,978	4.30	1,046,563	6.65	1,256,719	8.08	1,455,604	6.99	1,511,750	7.32	1,575,858	6.77
Andrews 29	2,196,642	4.30	2,176,215	6.65	2,830,106	8.08	3,124,404	6.99	3,117,970	7.32	3,262,265	6.77
Hines 30	53,052,423	5.38	42,136,627	9.02	45,176,736	10.72	37,891,876	9.58	42,043,710	9.75	45,968,022	8.77
Sodhouse 32	3,047,159	4.30	3,166,810	6.65	3,777,602	8.08	4,283,630	6.99	3,373,560	7.32	3,136,627	6.77
Fields-Trout Creek 33	2,299,310	4.30	2,270,203	6.65	3,297,363	8.08	3,516,534	6.99	3,544,610	7.32	3,621,250	6.77

Crane UH1J	40,889,151	8.29	51,454,553	8.00	63,052,306	5.85	66,409,201	7.18	62,995,562	7.93	62,838,222	7.79
Burns UH2	128,009,279	8.42	128,427,895	8.00	145,613,763	5.11	147,064,752	7.69	150,560,320	8.00	154,811,071	6.19
Total	335,030,488		353,772,925		407,991,927		416,840,451		417,498,112		425,187,927	
HOOD RIVER 1	370,946,148	12.08	390,543,762	14.48	415,776,952	14.13	421,702,996	14.53	445,484,389	15.04	470,941,060	14.84
JACKSON												
Phoenix 4	265,755,640	12.25	283,562,210	14.70	308,127,880	14.30	325,222,530	11.96	352,290,560	13.41	380,211,300	13.72
Ashland 5	378,966,720	12.50	402,677,890	13.77	422,482,150	15.14	446,466,050	15.27	535,905,810	13.77	559,585,290	13.89
Central Point 6	355,544,730	16.59	374,831,240	15.55	392,851,400	15.52	414,799,990	15.45	450,085,720	15.14	509,341,930	14.08
Eagle Point 9	277,923,130	15.07	311,074,990	14.02	338,105,890	13.56	371,013,590	14.39	391,636,360	16.76	407,941,790	16.46
Rogue River 35	164,488,860	10.75	177,098,870	13.11	188,578,050	11.99	192,965,980	11.29	206,492,470	11.91	223,456,360	11.78
Applegate 40	22,720,300	17.20	23,947,410	15.71	26,679,250	14.53	28,255,480	14.39	31,387,730	14.00	33,541,260	13.86
Prospect 59	21,299,530	23.91	21,873,970	17.61	23,596,830	17.55	26,592,740	13.41	27,360,770	17.25	28,296,230	17.05
Butte Falls 91	20,229,690	7.27	22,083,220	12.31	25,951,830	13.33	26,978,490	10.22	28,133,910	16.48	28,383,030	15.77
Pinehurst 94	8,614,170	1.89	9,357,310	7.05	9,261,750	6.38	10,018,820	1.02	10,769,150	8.65	10,933,150	12.50
Medford 549	1,257,724,730	11.73	1,368,929,060	14.48	1,483,473,090	13.55	1,541,879,570	13.38	1,670,707,600	13.04	1,756,712,780	12.93
Total	2,773,267,500		2,995,436,170		3,219,108,120		3,384,193,240		3,704,770,080		3,938,403,120	
JEFFERSON												
Culver 4	44,869,189	17.45	51,170,738	16.35	54,408,518	14.98	58,513,348	17.62	62,736,103	16.17	64,225,890	14.56
Ashwood 8	3,762,594	8.23	4,029,699	11.76	3,961,583	10.80	4,833,879	9.90	5,037,961	9.83	5,517,870	9.98
Black Butte 41	12,011,012	5.18	13,602,370	4.53	14,776,596	3.99	16,710,825	4.23	17,758,644	5.33	17,539,700	5.78
Madras 509J	187,074,847	11.11	225,785,869	10.15	231,697,851	8.11	252,377,784	13.00	275,062,453	9.55	296,054,738	10.17
Total	247,717,642		294,588,676		304,844,548		332,435,836		360,595,161		383,338,198	
JOSEPHINE												
Grants Pass 7	571,596,543	10.66	599,625,290	12.61	638,399,595	12.02	687,421,478	12.79	754,746,047	11.68	806,234,318	12.01
Josephine CU	661,389,739	13.83	765,112,497	10.10	837,707,701	9.89	897,195,630	12.02	970,140,749	11.59	1,003,651,146	11.90
Total	1,232,986,282		1,364,737,787		1,476,107,296		1,584,617,108		1,724,886,796		1,809,885,464	
KLAMATH												
Klamath Falls 1	356,468,605	7.40	398,046,507	6.90	417,335,630	7.16	451,206,100	6.94	469,716,870	6.00	476,058,295	6.27
Klamath CU	997,484,208	9.16	1,083,900,050	8.77	1,155,037,790	9.46	1,225,469,190	8.97	1,270,705,100	10.01	1,282,737,144	10.55
Klamath UH2	712,324,483	4.06	785,579,603	3.82	821,711,095	3.69	883,787,370	3.61	904,970,100	5.08	902,372,982	4.97
Total	2,066,277,296		2,267,526,160		2,394,084,515		2,560,462,660		2,645,392,070		2,661,168,421	
LAKE												
Union 5	9,040,110	6.89	9,941,730	9.77	10,517,770	8.94	11,411,510	16.59	11,622,190	10.97	12,782,060	9.50
Lakeview 7	104,293,718	10.05	107,098,131	11.20	113,905,230	10.98	126,416,960	12.00	137,662,140	11.82	143,065,700	11.96
Paisley 11	23,211,850	10.29	26,675,038	6.32	31,140,640	6.29	33,674,820	7.50	35,058,150	11.17	37,106,000	8.30
North Lake 14	18,950,560	6.36	66,144,427	5.53	87,695,330	4.61	96,711,560	4.70	94,448,340	5.36	94,979,270	5.50
Plush 18	4,563,390	1.20	4,484,227	3.60	5,736,500	3.09	7,017,560	2.66	6,843,880	2.94	7,034,230	4.36
Adel 21	4,984,360	7.18	5,020,051	7.89	5,295,090	5.89	5,920,530	5.73	6,185,410	8.88	6,221,400	9.58
Fort Rock 24	33,342,530	5.77										
Total	198,386,518		219,363,604		254,290,560		281,152,940		291,820,110		301,188,660	
LANE												
Pleasant Hill 1	129,941,843	18.81	135,711,106	21.16	143,929,347	22.84	132,465,433	22.20	134,666,362	25.32	128,765,232	26.28
Eugene 4J	2,799,779,605	13.44	2,927,267,564	13.69	3,075,142,436	15.11	2,929,696,937	16.96	3,044,077,503	15.59	3,039,531,747	16.40
Springfield 19	1,311,460,331	11.45	1,385,267,699	13.16	1,438,997,670	13.43	1,376,222,251	14.50	1,348,272,850	15.79	1,299,768,873	17.01
Fern Ridge 28J	182,900,968	13.45	187,204,293	15.28	199,301,180	14.42	185,334,295	15.73	188,783,398	18.59	180,218,013	18.34
Mapleton 32	50,771,564	12.34	51,995,783	12.67	58,596,410	12.13	56,426,264	9.57	56,738,078	19.50	54,173,706	16.30
Creswell 40	114,885,823	13.53	123,471,540	16.42	126,779,347	17.93	119,429,109	19.51	126,073,405	20.09	125,678,205	20.87
South Lane 45J	354,678,928	11.78	379,598,226	14.37	405,045,800	13.71	376,643,470	12.58	377,195,528	14.31	368,804,186	15.16
Bethel 52	546,500,746	13.50	590,259,051	14.55	602,465,452	15.70	589,813,563	17.19	577,798,284	16.31	563,968,893	16.87

(continued on next page)

County-SD	1980-81 Assessed Value	1980-81 Tax Rate	1981-82 Assessed Value	1981-82 Tax Rate	1982-83 Assessed Value	1982-83 Tax Rate	1983-84 Assessed Value	1983-84 Tax Rate	1984-85 Assessed Value	1984-85 Tax Rate	1985-86 Assessed Value	1985-86 Tax Rate
Crow-Applegate-Lorane 66	62,600,975	15.52	64,819,992	17.29	74,696,654	15.96	70,786,298	9.39	59,521,500	24.28	54,586,655	24.51
McKenzie 68	88,463,811	5.57	92,066,550	5.31	109,956,237	7.10	101,267,805	7.71	101,833,135	12.76	100,075,026	11.77
Junction City 69	209,618,546	14.45	226,110,719	15.09	239,948,031	14.39	233,897,427	16.70	238,340,173	16.21	245,932,527	13.81
Lowell 71	44,962,686	17.93	48,326,816	16.94	51,743,172	17.67	47,735,184	16.68	48,184,720	23.86	47,550,731	16.82
Oakridge 76	108,584,277	9.38	115,694,930	13.16	119,029,509	14.57	106,084,740	16.50	111,317,064	18.49	113,012,301	16.38
Marcola 79J	36,789,089	11.71	39,844,936	7.53	45,287,681	10.68	42,737,117	12.80	44,115,419	18.24	42,711,692	16.73
Blachly 90	15,755,942	9.42	16,753,357	21.14	19,691,671	19.09	18,660,746	15.32	18,335,740	13.29	17,516,310	13.65
Siuslaw 97J	237,081,788	10.85	255,185,456	12.05	292,443,173	11.92	278,207,003	12.25	312,416,017	11.92	314,205,712	12.34
Total	6,294,776,922		6,639,578,018		7,003,053,770		6,665,407,642		6,787,669,176		6,696,499,809	
LINCOLN CU	1,141,572,389	10.67	1,296,798,650	7.98	1,463,337,316	8.56	1,650,633,290	7.54	1,742,028,670	7.55	1,800,140,829	8.18
LINN												
Griggs 4	8,466,960	6.51	8,365,553	6.91	7,850,782	7.87	7,906,511	8.23	8,450,233	7.54		
Greater Albany 8J	978,977,920	13.03	1,041,102,762	13.24	1,102,875,070	13.76	1,168,321,681	14.27	1,196,396,339	14.02	1,213,455,193	14.39
Sodaville 13	10,709,612	4.48	11,131,466	7.71	12,404,661	8.66	12,974,505	7.22	13,669,932	9.53	14,062,642	9.11
Lebanon 16	213,567,734	9.59	209,670,667	13.02	212,089,907	11.67	227,257,444	10.77	242,434,670	10.43	223,380,578	11.86
Mari-Linn 29J	43,716,993	4.74	43,896,420	5.41	46,741,411	5.99	49,021,647	5.79	51,751,547	6.06	50,227,619	6.39
Sandridge 30	8,766,418	12.89	8,588,636	12.46	9,328,702	8.69	9,987,922	9.11	10,675,569	10.35	13,982,298	9.75
Hamilton Creek 33	27,046,925	6.78	25,898,324	7.88	28,101,822	7.95	30,569,601	6.12	32,113,495	7.87	40,662,528	7.59
Harrisburg 42J	62,399,539	8.13	62,880,857	10.07	65,898,782	8.52	70,995,912	7.95	73,104,317	8.92	74,390,048	9.24
Harris 46	7,674,677	5.51	7,557,523	8.80	7,716,183	11.29	8,099,947	10.93	7,882,234	8.95	8,088,505	10.63
Sweet Home 55	246,258,210	6.37	251,466,382	9.90	227,074,117	10.01	286,352,735	8.18	293,082,687	14.85	296,623,752	13.99
Wyatt 63J	12,329,720	8.09	12,624,177	9.34	13,124,561	9.18	13,329,640	9.06	14,109,160	8.92	14,653,226	8.98
Lacomb 73	30,741,734	9.25	29,929,860	11.12	32,346,849	10.62	34,805,760	8.84	36,413,202	9.24	37,779,804	9.11
Denny 78	3,317,761	11.24	3,124,305	12.53	3,591,112	8.80	3,835,367	0.52	4,013,983	0.46		
Gore 81	11,568,157	13.35	11,353,584	13.33	11,601,509	10.28	12,410,337	8.84	13,526,807	10.18	13,486,970	10.81
Crowfoot 89	92,684,469	9.76	92,586,177	10.66	84,482,814	11.75	91,171,086	11.40	100,353,986	11.07	96,146,525	12.22
Scio 95	55,646,756	20.14	54,385,325	17.17	64,532,828	14.54	69,236,245	13.62	72,672,826	15.25	74,796,764	14.16
Tennessee 102	16,344,741	8.75	15,687,207	9.38	16,693,401	8.07	17,982,191	6.90	18,976,587	8.19	19,359,935	8.39
Lourdes 124	4,362,465	8.00	4,923,613	8.17	4,738,613	8.28	4,912,180	7.37	5,135,876	13.17	5,186,575	13.86
Mill City-Gates 129J	73,558,403	7.69	75,225,650	7.85	85,983,534	7.21	90,639,401	6.79	93,973,635	12.48	90,866,673	10.70
Central Linn 552	168,972,446	14.76	166,616,798	16.25	160,524,118	16.98	170,308,834	15.67	181,800,794	15.50	193,403,487	14.34
Lebanon UH1	423,214,511	5.02	416,335,779	6.54	418,491,559	6.31	448,900,724	5.60	480,628,464	5.64	458,861,280	6.19
Harrisburg UH5J	82,403,936	8.04	83,062,557	8.93	86,739,526	8.82	92,425,499	8.36	95,095,711	9.00	97,131,779	9.17
Total	2,582,730,087		2,636,413,622		2,702,931,861		2,921,445,169		3,046,262,054		3,036,546,181	
MALHEUR												
Brogan 1	4,389,520	5.25	4,168,522	6.42	4,687,455	6.00	5,112,067	5.98	5,535,204	5.87	5,320,882	6.40
Jordan Valley 3	12,241,429	6.90	13,126,101	10.21	13,450,475	8.31	15,649,833	7.35	15,588,438	7.75	16,316,320	7.33
Ontario 8	279,703,899	10.45	296,362,342	12.24	314,997,104	10.94	344,761,469	11.38	369,133,385	10.64	394,065,887	10.79
Juntura 12	1,861,545	12.11	3,563,115	8.29	5,328,068	5.22	5,636,922	3.10	5,324,543	4.70	5,626,218	4.37
Vale 15	66,785,050	8.58	70,917,470	8.97	75,462,850	8.40	78,854,412	8.10	82,546,672	8.25	90,509,515	7.63
Nyssa 26	91,818,017	13.45	83,477,709	16.10	90,649,857	14.13	96,536,357	13.95	99,962,516	12.35	107,063,427	12.40
Annex 29	15,046,421	11.81	16,344,768	12.44	18,503,551	10.53	19,339,968	11.24	20,039,142	11.37	20,614,949	11.67
Willowcreek 42	15,086,681	7.07	14,881,790	7.49	15,509,758	7.30	15,900,164	7.64	16,958,872	7.85	17,855,310	7.66

McDermitt 51	2,092,630	7.11	2,223,048	9.50	2,249,670	13.15	2,890,644	10.73	3,289,048	10.01	3,324,475	8.21
Adrian 61	32,003,800	16.92	33,221,906	18.04	37,313,759	15.42	39,829,074	14.46	38,896,924	16.67	43,252,740	15.09
Harper 66	8,543,540	13.91	9,296,873	14.66	8,855,622	14.76	9,659,262	12.17	10,027,262	13.52	9,979,373	13.59
Arock 81	3,259,107	20.33	3,332,258	24.47	3,332,727	16.43	4,218,260	13.19	5,173,448	12.32	5,583,570	12.41
Jordan Valley UH1	13,483,077	6.42	14,379,123	7.42	14,699,652	9.17	17,176,126	8.39	17,181,815	6.03	18,041,835	8.79
Vale UH3	86,261,251	5.73	89,967,782	4.95	95,660,063	4.14	99,866,643	4.99	105,040,748	5.03	113,685,707	5.81
Total	632,575,967		655,262,807		700,700,611		755,431,201		794,698,017		851,240,208	
MARION												
Silverton 4	131,235,867	9.59	146,750,260	7.17	150,664,380	6.40	162,768,770	8.29	170,936,190	8.14	176,168,140	8.35
Sublimity 7	30,044,225	7.60	32,141,460	9.74	33,886,660	9.60	36,947,640	8.57	38,935,320	9.59	40,425,950	10.00
Evergreen 10	5,684,564	8.37	6,151,860	8.57	6,310,770	10.29	6,710,680	8.27	7,414,660	6.73	7,642,900	9.21
Aumsville 11	86,125,446	5.37	91,669,400	5.57	94,396,300	5.52	100,329,880	5.46	103,232,920	5.16	101,937,670	5.57
Pioneer 13	8,451,817	6.65	9,200,650	6.47	9,165,350	6.46	9,191,150	0.95	9,619,340	6.89	10,189,390	6.84
Jefferson 14J	84,048,702	19.97	89,639,782	19.85	90,163,352	20.57	93,370,645	21.07	97,102,657	21.20	99,379,131	20.98
North Marion 15	129,533,728	18.69	146,498,850	17.85	151,109,520	17.72	161,597,570	17.00	175,656,700	16.69	180,437,570	15.25
Marion 20	14,714,937	6.75	16,819,310	7.79	16,369,450	6.18	17,427,420	6.18	17,455,650	6.49	16,593,550	7.26
Salem 24J	2,983,445,914	12.65	3,189,334,273	13.34	3,307,479,453	13.50	3,493,286,973	13.80	3,600,249,116	13.21	3,671,262,373	14.92
Brooks 31	33,852,687	8.60	35,858,720	7.27	41,209,990	7.16	45,133,140	7.93	46,706,580	6.40	48,275,430	6.63
Victor Point 42	24,700,485	5.07	27,179,520	6.44	28,868,610	6.28	31,250,750	6.02	31,386,690	5.46	30,036,820	5.58
St. Paul 45	30,792,480	21.69	33,193,850	22.00	33,941,500	20.70	35,670,850	19.83	39,806,900	15.32	41,137,630	15.92
Pratum 50	6,792,272	12.39	8,098,660	11.95	8,058,400	15.12	8,357,090	14.58	8,735,040	13.49	8,989,020	12.65
North Howell 51	7,876,531	6.79	8,366,550	4.86	8,391,170	5.29	8,258,970	7.92	8,486,360	9.07	8,659,620	8.66
Eldriedge 60	13,139,956	12.12	15,405,960	9.90	16,107,720	11.01	15,864,040	12.98	16,376,130	11.26	17,371,460	9.85
West Stayton 61	9,625,552	7.06	10,193,620	7.06	10,345,880	7.36	10,995,630	7.34	10,893,960	7.84	10,970,060	7.85
Bethany 63	11,805,396	11.79	14,918,330	6.26	15,261,580	5.81	16,503,900	7.18	17,408,130	8.60	18,129,770	9.55
Scotts Mills 73J	16,748,944	6.95	18,013,840	7.33	20,533,260	8.72	22,454,920	6.12	22,076,680	2.52	21,833,870	7.01
Gervais 76	22,931,958	7.79	24,654,480	12.81	26,435,350	11.26	26,954,190	10.87	28,483,980	10.62	29,896,230	10.67
Stayton 77J	161,432,524	6.45	168,822,286	7.83	177,380,214	8.08	188,534,326	7.72	196,954,392	8.12	206,820,161	6.71
Turner 79	34,983,123	6.59	37,930,210	7.53	38,632,700	7.73	42,083,940	7.14	43,797,080	7.38	44,349,450	7.67
Parkersville 82	7,999,233	6.53	8,434,640	6.50	8,533,270	6.07	8,390,440	6.63	8,561,500	5.20	8,741,460	4.77
Mt. Angel 91	42,895,641	15.18	49,760,230	11.57	52,820,950	13.55	57,561,630	14.35	63,274,230	10.26	64,558,500	12.67
Silvercrest 93	21,567,215	3.67	22,312,050	4.52	24,983,760	3.78	27,648,190	3.36	29,368,830	2.82	28,759,850	3.15
Woodburn 103	277,346,845	11.66	323,923,640	13.30	326,055,600	13.27	336,370,400	13.16	353,150,800	12.66	369,020,220	13.50
Detroit 123J	20,728,449	15.47	22,864,283	15.52	23,883,912	15.71	26,369,550	15.60	27,613,200	17.56	28,000,089	18.71
North Santiam 126	7,483,107	8.28	8,013,020	7.49	8,042,540	0.39	8,524,910	8.64	7,727,430	8.10	7,475,090	8.33
Buena Crest 134	11,179,242	5.97	12,425,730	7.76	12,745,360	8.04	12,942,280	9.93	13,739,230	8.81	14,320,550	8.63
Monitor 142J	16,381,541	9.40	17,767,040	9.36	18,792,090	8.87	19,776,010	8.29	20,796,710	8.64	20,775,530	9.20
Cloverdale 144	23,325,053	5.21	25,666,440	5.35	27,404,900	5.31	29,590,730	5.45	29,844,680	6.94	29,529,530	6.01
Central Howell 540	15,777,728	7.71	17,788,110	7.42	18,196,350	7.56	18,773,030	7.49	20,333,350	6.35	21,504,460	6.64
Gervais UH1	105,431,424	5.49	114,346,730	5.71	122,588,210	5.44	126,734,210	5.59	131,973,120	5.68	137,454,140	5.48
Stayton UH4J	235,193,742	4.66	244,860,166	5.49	258,008,285	6.20	274,503,613	6.27	287,641,259	7.32	297,473,730	6.91
Cascade UH5	176,257,218	6.56	190,292,000	7.05	195,191,770	6.80	208,952,510	6.60	212,951,720	6.69	210,855,350	6.79
Silverton UH7J	247,944,269	3.62	274,681,520	4.01	287,478,020	4.00	309,998,510	3.86	323,180,850	3.71	328,956,110	3.44
Total	5,057,477,815		5,463,977,470		5,669,436,626		5,999,828,487		6,221,871,384		6,357,930,804	
MORROW 1	527,231,354	8.10	664,224,668	7.97	688,160,663	5.38	768,786,870	7.19	806,415,180	7.23	813,658,300	8.77
MULTNOMAH												
Portland 1J	10,239,954,122	9.95	11,005,894,493	12.13	11,749,224,786	14.23	12,726,031,033	13.70	13,333,917,284	13.86	13,494,651,019	14.52
Parkrose 3	637,052,648	13.51	667,047,779	13.62	713,030,882	13.57	759,300,875	13.50	851,058,389	12.82	900,505,926	12.71
Gresham 4	773,489,717	8.30	817,445,213	9.51	864,609,712	9.12	939,853,327	8.27	1,007,350,808	8.74	994,019,372	9.51

(continued on next page)

County-SD	1980-81 Assessed Value	1980-81 Tax Rate	1981-82 Assessed Value	1981-82 Tax Rate	1982-83 Assessed Value	1982-83 Tax Rate	1983-84 Assessed Value	1983-84 Tax Rate	1984-85 Assessed Value	1984-85 Tax Rate	1985-86 Assessed Value	1985-86 Tax Rate
Orient 6J	107,735,488	7.63	111,659,120	8.31	117,097,620	8.34	127,888,228	7.95	133,573,357	8.18	131,744,603	8.77
Reynolds 7	872,573,210	12.86	932,062,456	13.14	984,604,679	12.43	1,069,941,150	12.16	1,140,776,805	13.03	1,136,063,306	14.65
Sauvie Island 19	27,548,537	13.77	28,780,048	18.07	32,486,468	12.54	39,951,327	15.17	43,882,896	13.05	56,077,713	8.95
Centennial 28J	460,214,968	14.79	489,293,812	15.88	514,817,102	15.92	553,308,649	15.53	590,107,293	16.29	584,048,128	18.22
Corbett 39	63,415,041	21.75	68,765,018	21.08	71,831,942	21.79	76,948,743	21.30	83,693,220	22.14	83,966,807	22.02
David Douglas 40	776,949,780	14.41	806,702,312	15.27	843,270,443	14.82	917,941,565	14.61	1,000,301,213	14.80	954,729,957	16.37
Bonneville 46	7,902,839	7.52	8,063,878	7.42	6,921,857	10.30	7,745,759	9.82	9,779,280	13.71	9,739,271	12.56
Riverdale 51J	84,776,016	9.73	89,466,740	10.93	111,021,318	9.54	120,122,471	10.45	127,548,504	10.34	123,064,670	11.28
Gresham UH2J	1,014,278,025	4.98	1,080,643,613	6.77	1,139,204,053	5.41	1,239,589,695	5.36	1,319,023,075	5.18	1,302,035,265	5.76
Total	15,065,890,391		16,105,824,482		17,148,120,862		18,578,622,822		19,641,012,124		19,770,646,037	
POLK												
Dallas 2	270,802,607	11.84	281,726,340	14.43	299,413,403	13.28	323,013,438	12.17	332,722,148	13.49	334,269,907	13.35
Central 13J	220,603,518	13.58	243,610,432	14.91	252,308,700	19.85	264,316,524	17.63	267,099,897	18.42	261,407,045	19.35
Perrydale 21J	18,391,284	20.62	20,002,023	21.00	20,567,283	21.00	21,558,127	20.74	22,379,738	21.14	22,011,163	22.39
Falls City 57	14,180,142	8.32	15,359,554	17.14	17,374,179	7.16	19,855,333	7.62	20,085,912	3.64	22,305,690	11.89
Valsetz 62	7,593,472	17.29	8,591,558	16.56	12,666,342	13.87	11,211,786	8.28	7,142,575	1.13	N.A.	
Total	531,571,023		569,289,907		602,329,907		639,955,208		649,430,270		639,993,805	
SHERMAN												
Rufus 3	14,512,599	11.21	15,908,801	13.54	17,166,908	12.98	20,433,277	10.43	22,590,840	10.58	23,601,083	10.45
Wasco 7	20,182,408	11.97	21,432,524	14.21	22,608,793	13.06	24,658,275	12.82	26,321,085	13.34	27,401,854	12.91
South Sherman 17J	39,120,567	8.76	41,838,043	9.09	45,583,694	9.85	47,939,309	10.17	52,179,448	9.12	53,838,393	10.30
Sherman UH1J	73,815,574	9.07	79,179,368	9.02	85,359,395	8.05	93,030,861	7.20	101,091,373	7.82	104,841,330	7.71
Total	147,631,148		158,358,736		170,718,790		186,061,722		202,182,746		209,682,660	
TILLAMOOK												
Beaver 8	32,994,944	1.16	37,431,917	0.90	45,601,348	1.21	49,080,612	2.73	51,235,396	5.58	51,249,537	5.20
Tillamook 9	246,588,909	14.15	279,632,095	13.35	308,529,127	16.32	325,875,152	14.49	345,806,882	14.90	340,283,838	11.41
Hebo 13J	11,212,099	4.02	12,548,704	3.82	14,940,370	3.19	16,514,246	7.75	17,478,515	10.95	17,436,960	7.00
Cloverdale 22	93,099,662	3.17	99,502,328	3.13	116,427,881	2.96	131,454,010	2.52	144,510,191	2.89	148,063,838	2.99
Neah-Kah-Nie 56	204,947,472	9.85	225,305,906	8.80	261,431,334	7.83	297,508,950	6.54	325,195,184	7.79	331,654,490	7.96
Nestucca UH3J	137,306,705	2.49	149,482,949	2.69	176,969,599	2.31	197,048,868	2.35	213,224,102	2.87	216,750,335	2.92
Total	726,149,791		803,903,899		923,899,659		1,017,481,838		1,097,450,270		1,105,438,998	
UMATILLA												
Helix 1	34,270,041	17.69	33,652,925	20.76	41,162,680	18.37	44,307,666	17.81	46,391,936	17.11	47,455,157	16.80
Pilot Rock 2	51,629,296	13.40	55,661,936	15.84	58,623,135	13.81	55,942,073	17.52	58,672,456	17.53	56,728,914	17.97
Tum-A-Lum 4	20,650,418	10.25	22,461,250	10.45								
Echo 5	25,772,366	24.65	28,735,679	24.81	25,886,051	28.86	26,809,927	28.20	28,722,710	25.14	32,333,475	23.80
Umatilla 6	75,465,280	15.13	88,650,241	17.78	89,331,704	18.37	92,622,282	17.57	97,442,202	17.58	102,123,446	15.75
Hermiston 8	331,251,429	13.18	349,358,365	13.30	374,428,878	13.57	395,823,651	14.24	401,823,869	14.86	417,659,224	13.82
Ferndale 10	26,848,206	10.81	27,703,297	11.80	52,144,095	12.16	57,520,994	11.70	60,387,428	11.87	64,211,780	11.25
Umapine 13	12,245,617	19.58	14,010,891	21.75	11,682,917	30.66	12,218,317	24.20	12,936,127	17.55	13,934,123	13.97
Pendleton 16	379,513,032	15.41	421,321,266	14.40	455,173,917	13.50	483,220,375	13.02	505,701,913	13.55	510,655,052	14.29

Athena-Weston 29J	70,312,134	16.94	73,914,844	18.24	81,831,978	14.13	90,369,372	13.37	97,334,477	15.89	97,606,059	16.55
Milton-Freewater 31	106,479,233	8.56	110,453,303	10.80	119,081,606	8.75	130,782,851	8.45	138,554,984	9.76	149,918,309	10.18
Stanfield 61	39,141,976	21.68	44,407,571	20.82	48,916,637	18.07	50,506,250	17.96	55,665,130	17.80	59,170,346	17.68
Ukiah 80	3,639,665	24.07	4,358,101	18.79	5,431,509	18.27	5,381,120	8.47	6,134,045	19.54	6,295,685	17.27
McLoughlin UH3	153,977,857	7.48	160,617,850	8.41	171,225,701	7.96	188,303,845	7.49	198,942,412	7.10	214,130,089	7.50
Total	1,331,196,550		1,435,307,519		1,534,920,808		1,633,808,723		1,708,709,689		1,772,221,659	
UNION												
La Grande 1	277,335,817	14.43	310,796,206	17.81	332,261,835	14.64	356,907,779	14.68	378,899,696	15.03	382,277,279	16.64
Union 5	37,876,994	15.48	41,507,497	16.10	45,154,514	16.44	47,958,386	18.46	49,418,214	17.84	47,938,056	17.72
North Powder 8J	16,876,364	21.11	21,075,451	17.68	24,370,753	12.77	25,979,508	15.41	28,207,762	15.37	30,603,139	15.15
Imbler 11	27,544,912	14.98	31,085,187	23.51	33,007,723	18.90	36,328,117	17.79	39,303,943	19.13	38,594,504	16.76
Cove 15	21,047,085	18.89	23,787,704	19.30	25,360,718	18.41	27,420,938	19.51	30,853,237	17.21	30,981,112	17.60
Elgin 23	48,993,497	16.31	54,933,837	16.61	59,924,217	16.21	64,464,476	16.52	66,780,965	17.35	63,368,712	19.19
Total	429,674,669		483,185,882		520,079,760		559,059,204		593,463,817		593,762,802	
WALLOWA												
Joseph 6	83,819,385	12.64	90,462,031	12.97	98,892,746	13.95	108,087,896	15.97	122,163,730	14.17	130,469,774	12.23
Wallowa 12	39,932,155	13.00	44,815,445	13.37	45,187,873	13.92	48,898,109	13.19	50,588,927	12.99	54,042,699	12.78
Enterprise 21	71,884,823	14.07	74,788,152	13.98	79,729,707	14.83	83,871,122	16.84	89,851,031	16.45	94,448,175	16.20
Troy 54	2,398,342	10.26	2,443,389	12.18	2,645,717	12.80	2,835,806	11.47	3,130,095	11.16	3,619,358	12.64
Total	198,034,705		212,509,017		226,456,043		243,692,933		265,733,783		282,580,006	
WASCO												
Chenowith 9	139,328,840	16.88	127,828,080	23.53	128,625,071	19.49	134,427,236	19.79	135,405,092	20.97	117,711,745	19.25
The Dalles 12	257,754,230	12.43	284,832,840	15.73	313,864,259	15.33	326,992,377	14.64	346,733,356	14.32	324,259,269	18.04
Petersburg 14	27,935,290	7.72	30,423,240	16.26	30,878,943	15.87	30,781,855	13.41	32,416,771	15.06	31,775,259	13.52
Dufur 29	30,023,270	16.00	32,844,790	19.64	34,921,401	16.48	35,640,112	13.15	38,014,296	15.71	37,848,226	15.76
Tygh Valley 40	13,173,500	8.59	14,669,380	12.96	16,076,863	10.94	14,954,541	10.67	16,596,602	10.54	17,121,176	10.70
Wamic 42	17,938,030	7.42	19,429,880	8.30	21,390,705	8.21	21,874,080	8.37	25,543,829	7.75	27,538,899	7.48
Rajneesh-puram 50	4,319,290	8.03	4,637,750	10.13	7,619,929	7.58	14,590,632	1.21	19,323,463	3.07	28,969,822	1.58
Maupin 84	34,649,540	7.24	37,310,130	10.12	43,528,156	9.36	45,830,566	7.81	51,417,666	8.82	52,883,135	8.65
Wasco UH1	65,761,070	9.07	71,409,390	8.65	80,995,724	8.33	82,659,187	7.79	93,558,097	7.82	97,543,210	7.87
Total	590,883,060		623,385,480		677,901,051		707,750,586		759,009,172		735,650,741	
WASHINGTON												
West Union 1	128,274,780	7.90	136,900,800	7.03	143,646,900	6.20	147,087,900	7.46	157,512,200	8.32	204,654,985	6.89
Hillsboro 7	697,077,028	5.61	767,727,900	6.39	803,355,500	5.80	863,622,800	5.38	920,006,800	5.69	973,643,692	5.41
Banks 13	90,790,974	14.50	98,849,700	14.51	106,789,400	12.44	107,621,900	10.41	118,495,800	13.64	120,359,231	12.60
Forest Grove 15	419,567,335	12.09	457,593,900	16.06	480,069,300	15.83	510,031,300	15.83	561,133,500	15.01	580,552,799	14.51
Tigard 23J	1,089,504,329	11.87	1,301,758,210	12.78	1,376,886,880	13.32	1,480,980,700	12.98	1,587,307,430	12.38	1,701,842,020	11.80
Reedville 29	292,124,075	8.23	325,248,300	9.37	343,770,300	7.31	361,471,900	6.33	385,098,200	7.64	405,765,618	7.57
Groner 39	44,410,339	6.81	49,069,900	7.78	52,573,300	9.02	54,912,600	5.79	58,315,000	5.27	61,452,860	6.26
Beaverton 48J	3,095,134,984	13.07	3,404,050,672	15.27	3,619,609,550	15.07	3,885,040,454	14.28	4,162,506,446	14.02	4,783,097,979	13.50
Farmington View 58J	54,585,038	5.19	59,642,385	6.24	62,691,682	5.75	62,662,636	5.30	67,302,955	5.02	71,227,479	5.73
North Plains 70	46,863,444	5.36	53,011,300	5.10	57,546,600	5.61	60,848,700	4.90	64,313,300	5.50	69,201,200	5.37
Sherwood 88J	189,134,381	12.86	238,393,429	13.63	255,514,021	15.49	272,940,790	14.60	289,383,686	14.36	298,775,662	14.96
Gaston 511J	40,212,671	17.36	44,948,512	17.77	49,493,089	15.33	52,294,979	13.44	54,170,493	14.97	55,290,224	15.47
Hillsboro UH3J	1,263,334,704	9.12	1,391,600,585	10.49	1,463,584,282	9.18	1,550,606,536	8.59	1,652,548,455	8.37	1,785,945,834	8.38
Total	7,451,014,082		8,328,795,593		8,815,530,804		9,410,123,195		10,078,094,265		11,111,809,583	

(continued on next page)

County-SD	1980-81 Assessed Value	1980-81 Tax Rate	1981-82 Assessed Value	1981-82 Tax Rate	1982-83 Assessed Value	1982-83 Tax Rate	1983-84 Assessed Value	1983-84 Tax Rate	1984-85 Assessed Value	1984-85 Tax Rate	1985-86 Assessed Value	1985-86 Tax Rate
WHEELER												
Spray 1	9,213,600	19.05	9,687,800	23.49	10,429,600	15.11	11,565,800	12.05	12,590,100	11.70	14,495,900	11.79
Fossil 21J	13,454,050	14.29	13,255,480	19.60	14,021,946	15.21	14,645,738	12.15	15,851,740	11.70	16,825,112	11.89
Mitchell 55	12,180,100	17.91	12,855,600	19.62	13,128,200	15.11	14,432,400	12.05	16,262,500	11.70	16,665,200	11.79
Total	34,847,750		35,798,880		37,579,746		44,704,340		47,986,212			
YAMHILL												
Amity 4J	58,936,612	19.25	62,749,782	16.99	65,321,232	15.86	70,319,601	17.92	74,850,683	16.99	77,072,267	17.33
Dayton 8	60,254,177	18.54	65,392,644	19.09	65,870,459	18.18	70,926,791	17.07	81,640,488	16.86	84,436,902	17.51
Carlton 11	35,096,727	6.14	40,909,231	9.45	41,346,767	10.29	45,247,044	10.07	46,469,391	11.36	47,119,426	10.11
Yamhill 16	54,383,214	7.59	61,371,060	7.70	67,153,143	6.32	71,804,513	5.99	73,590,412	7.11	73,522,521	7.68
Newberg 29J	424,856,704	14.27	593,339,154	11.36	633,559,599	14.26	681,417,432	11.16	710,277,880	12.14	692,221,914	13.62
Willamina 30J	100,074,272	16.08	116,842,777	15.79	126,106,042	14.76	132,727,019	11.87	133,650,045	15.28	124,219,300	16.55
McMinnville 40	401,622,743	13.70	469,163,656	10.25	500,053,768	12.73	524,772,497	12.81	568,181,243	11.91	584,844,442	11.90
Sheridan 48J	62,003,490	18.44	66,311,629	14.99	68,968,234	13.60	75,399,009	12.40	79,643,126	13.70	79,609,790	14.49
Yamhill-Carlton UH1	89,479,941	7.17	102,280,291	6.18	108,499,910	4.72	117,051,557	5.36	120,059,803	5.15	120,641,947	5.80
Total	1,286,707,880		1,578,360,224		1,676,879,154		1,789,665,463		1,888,363,071		1,883,688,509	
STATE TOTAL	68,355,425,749		74,604,571,822		79,442,078,615		84,168,972,922		88,528,325,878		90,468,159,853	

Table 5 STATUS OF SCHOOL DISTRICT TAX BASES 1986-87

Note: Tax bases less than 100 percent of the districts' operating levies are shown in italics.

County-SD	Tax Base	Date Established
BAKER		
Baker 5J	2,985,722	1957
Huntington 16J	442,292	May 1980
Burnt River 30J	632,512	Nov 1980
Pine-Eagle 61	1,413,423	May 1980
BENTON		
Alsea 7J	—	—
Philomath 17J	2,330,937	Nov 1976
Bellfountain 23	133,337	May 1982
Irish Bend 24	66,250	May 1982
Monroe 25J	*260,654*	May 1978
Alpine 26	190,800	May 1980
Corvallis 509J	21,995,000	Nov 1984
Monroe UH1J	600,145	May 1980
CLACKAMAS		
West Linn 3J	13,227,066	May 1986
Lake Oswego 7J	17,404,128	May 1980
North Clackamas 12	—	—
Welches 13	895,000	May 1984
Dickie Prairie 25	221,635	Nov 1980
Damascus-Union 26	—	—
Carus 29	981,711	Nov 1980
Clarkes 32	540,000	Nov 1980
Molalla 35	—	—
Boring 44	*1,000,260*	May 1980
Bull Run 45	220,330	May 1980
Sandy 46	—	—
Colton 53	1,780,567	Nov 1980
Oregon City 62	*13,319,334*	May 1980
Butte Creek 67J	—	—
Schuebel 80	187,851	Nov 1978
Mulino 84	661,373	May 1980
Canby 86	*53,345*	1920s
Maple Grove 87	127,000	May 1980
Ninety-One 91	566,626	May 1980
CLACKAMAS		
Rural Dell 92	250,799	May 1980
Cottrell 107	375,000	May 1980
Estacada 108	*323,777*	1926
Gladstone 115	3,747,032	May 1980
Redland 116	—	—
Canby UH1	*389,162*	Before 1940
Sandy UH2	*396,232*	1930s
Molalla UH4	*523,069*	Before 1940
CLATSOP		
Astoria 1	*1,090,096*	1916
Lewis & Clark 5	*967,197*	May 1980
Jewell 8	313,305	Nov 1978
Seaside 10	5,087,914	May 1986
Olney 11	—	—
Warrenton-Hammond 30	*1*	May 1978
COLUMBIA		
Scappoose 1J	—	—
Clatskanie 5J	5,347,803	May 1980
Rainier 13J	4,115,279	May 1980
Vernonia 47J	1,931,507	May 1984
St. Helens 502	*1,053,464*	Before 1930
COOS		
Coquille 8	2,763,403	Nov 1980
Coos Bay 9	*1,671,705*	1947
North Bend 13	6,585,391	Nov 1984
Powers 31	432,133	May 1984
Myrtle Point	412,726,691	May 1980
Bandon 54	*137,111*	1916
CROOK		
Crook County Unit	*586,468*	1930s
CURRY		
Port Orford-Langlois 2J	*393,968*	1955
Gold Beach 3	1,042,609	May 1980
Agness 4	31,448	May 1984
Ophir 12	198,000	May 1980
Pistol River 16	95,000	May 1980
Non-High	25,000	May 1980
Brookings-Harbor 17	*273,588*	1954
Upper Chetco 23	143,524	Nov 1980
Gold Beach UH1	1,049,045	May 1980
DESCHUTES		
Bend 1	*12,525,972*	Nov 1976
Redmond 2J	*4,842,981*	May 1978
Sisters 6	2,103,000	Nov 1980
Brothers 15	63,215	May 1982
DOUGLAS		
Oakland 1	1,704,343	May 1980
Roseburg 4	*882,674*	1926
Glide 12	3,525,669	Nov 1980

(continued on next page)

County-SD	Tax Base	Date Established
Days Creek 15	785,332	Nov 1980
South Umpqua 19	—	—
Camas Valley 21J	—	—
North Douglas 22	1,371,176	May 1980
Yoncalla 32	902,671	May 1980
Elkton 34	—	—
Umpqua 45	—	—
Riddle 70	1,675,705	May 1980
Glendale 77	*147,439*	Circa 1916
Reedsport 105	3,328,935	May 1980
Winston-Dillard 116	*114,225*	Unknown
Ash Valley 125	—	—
Sutherlin 130	2,324,291	May 1980
GILLIAM		
Arlington 3	—	—
Olex 11	140,000	May 1986
Condon 25J	963,686	May 1980
GRANT [1]		
John Day 3	—	—
Prairie City 4	—	—
Mt. Vernon 6	—	—
Monument 8	—	—
Dayville 16J	—	—
Long Creek 17	—	—
HARNEY [1]		
Burns 1	—	—
Crane 4	—	—
Pine Creek 5	—	—
Diamond 7	—	—
Suntex 10	—	—
Drewsey 13	—	—
Frenchglen 16	—	—
Lawen 18	—	—
Double O 28	—	—
HARNEY		
Andrews 29	—	—
Hines 30	—	—
Sodhouse 32	—	—
Fields-Trout Creek 33	—	—
Crane UH1J	—	—
Burns UH2	—	—
HOOD RIVER		
Hood River 1	7,289,331	May 1980
JACKSON		
Phoenix-Talent 4	4,882,320	May 1986
Ashland 5	7,543,280	May 1980
Central Point 6	6,706,906	May 1980
Eagle Point 9	6,425,994	May 1982
Rogue River 35	2,400,394	Nov 1984
Applegate 40	460,804	Nov 1980
Prospect 59	*443,538*	Circa 1954
Butte Falls 91	688,975	May 1980
Pinehurst 94	167,417	Nov 1980
Medford 549	22,589,526	May 1986
JEFFERSON		
Culver 4	860,720	Nov 1984
Ashwood 8	90,000	Nov 1986
Black Butte 41	98,876	May 1984
Madras 509J	—	—
JOSEPHINE		
Grants Pass 7	*8,692,502*	May 1980
Josephine CU	*704,013*	1945
KLAMATH		
Klamath Falls 1	3,163,295	Nov 1978
Klamath CU	*2,187,961*	Unknown
Klamath UH2	3,794,537	Nov 1978
LAKE		
Union 5	127,473	May 1984
Lakeview 7	*435,134*	Unknown
Paisley 11	618,000	May 1984
North Lake 14	500,890	May 1978
Plush 18	*24,957*	Nov 1984
Adel 21	60,000	May 1984
LANE		
Pleasant Hill 1	4,000,000	May 1980
Eugene 4J	49,853,997	May 1984
Springfield 19	21,981,939	Nov 1980
Fern Ridge 28J	3,658,441	May 1980
Mapleton 32	1,101,350	May 1980
Creswell 40	2,739,093	May 1980
South Lane 45J	*1,384,034*	1960
Bethel 52	8,712,724	Nov 1980
Crow-Applegate-Lorane 66	1,832,303	May 1980
McKenzie 68	1,752,257	Nov 1978
Junction City 69	3,900,000	May 1986
Lowell 71	1,394,862	May 1980
Oakridge 76	2,388,237	Nov 1980
Marcola 79J	1,060,004	May 1980
Blachly 90	*354,629*	Nov 1980
Siuslaw 97J	3,816,683	Nov 1980
LINCOLN		
Lincoln CU	*1,575,134*	1920s
LINN		
Greater Albany 8J	15,866,619	May 1986
Sodaville 13	141,867	May 1982
Lebanon 16	2,447,029	May 1980
Mari-Linn 29J	367,384	May 1980

County-SD	Tax Base	Date Established
Sandridge 30	109,835	May 1978
Hamilton Creek 33	329,510	Nov 1980
Harrisburg 42J	709,258	May 1978
Harris 46	79,500	Nov 1980
Sweet Home 55	6,384,095	May 1982
Wyatt 63J	127,131	Nov 1980
Lacomb 73	437,834	Nov 1980
Gore 81	147,650	May 1980
Crowfoot 89	1,199,165	May 1980
Scio 95	—	—
Tennessee 102	162,448	Nov 1978
Lourdes 124	*52,190*	Nov 1980
Mill City-Gates 129J	1,430,907	May 1978
Central Linn 552	*286,353*	Circa 1956
Lebanon UH1	2,975,824	May 1980
Harrisburg UH5J	836,390	May 1978
MALHEUR		
Brogan 1	32,807	Nov 1980
Jordan Valley 3	*130,000*	Nov 1984
Ontario 8	*793,865*	1950
Juntura 12	—	—
Vale 15	*235,262*	1950
Nyssa 26	1,118,803	1954
Annex 29	235,977	Nov 1980
Willowcreek 42	118,979	Nov 1980
McDermitt 51	35,000	Nov 1982
Adrian 61	—	—
Harper 66	169,600	Nov 1980
Arock 81	—	—
Jordan Valley UH1	—	—
Vale UH3	*347,431*	1948
MARION		
Silverton 4	1,418,190	May 1980
Sublimity 7	410,220	Nov 1984
Evergreen 10	59,321	May 1980
Aumsville 11	536,193	May 1982
Pioneer 13	68,945	May 1978
Jefferson 14J	1,866,488	Nov 1978
North Marion 15	—	—
Marion 20	119,780	May 1982
Salem-Keizer 24J	*4,395,305*	1950
Brooks 31	315,761	Nov 1976
Victor Point 42	195,000	Nov 1982
St. Paul 45	653,434	May 1984
Pratum 50	124,000	Nov 1984
North Howell 51	75,851	Nov 1978
Eldriedge 60	167,095	Nov 1980
West Stayton 61	86,046	Nov 1978
Bethany 63	153,630	May 1978
Scotts Mills 73J	157,805	Nov 1980
Gervais 76	350,000	May 1982
Stayton 77J	1,322,106	May 1980
Turner 79	339,232	May 1980
Parkersville 82	—	—
Mt. Angel 91	—	—
Silvercrest 93	—	—
Woodburn 103	*1,860,742*	1966
Detroit 123J	568,114	May 1980
MARION		
North Santiam 126	—	—
Buena Crest 134	105,029	May 1978
Monitor 142J	193,123	Nov 1978
Cloverdale 144	150,079	May 1980
Central Howell 540	141,058	Nov 1984
Gervais UH1	—	—
Stayton UH4J	*218,921*	1950
Cascade UH5	*535,081*	1950
Silverton UH7J	1,217,086	May 1980
MORROW		
Morrow 1	*834,809*	1916
MULTNOMAH		
Portland 1J	190,314,715	May 1982
Parkrose 3	10,963,187	May 1980
Gresham 4	*1,567,837*	1950
Orient 6J	1,111,240	Nov 1980
Reynolds 7	*12,684,174*	May 1980
Sauvie Island 19	—	—
Centennial 28J	8,665,162	May 1980
Corbett 39	1,844,074	May 1980
David Douglas 40	*11,224,970*	1964
Bonneville 46	*82,060*	May 1980
Riverdale 51J	1,448,900	May 1982
Gresham UH2J	*2,304,849*	1955
POLK		
Dallas 2	*571,670*	Circa 1916
Central 13J	4,599,394	Nov 1980
Perrydale 21J	—	—
Falls City 57	430,090	May 1982
SHERMAN		
Rufus 3	227,360	May 1980
Wasco 7	*270,987*	Before 1961
South Sherman 17J	*397,185*	Unknown
Sherman UH1J	*495,929*	1958
TILLAMOOK		
Beaver 8	280,900	May 1982
Tillamook 9	4,924,224	May 1986
Hebo 13J	250,000	May 1978
Cloverdale 22	331,313	1968
Neah-Kah-Nie 56	2,502,440	May 1980
Nestucca UH3J	583,597	May 1978

(continued on next page)

County-SD	Tax Base	Date Established
UMATILLA		
Helix 1	*774,674*	Nov 1980
Pilot Rock 2	—	—
Echo 5	767,733	May 1980
Umatilla 6	—	—
Hermiston 8	*381,237*	Circa 1916
Ferndale 10	854,718	May 1980
Pendleton 16	5,986,821	May 1980
Athena-Weston 29J	1,684,697	May 1986
Milton-Freewater 31	1,194,128	May 1980
Stanfield 61	803,935	May 1980
Ukiah 80	—	—
McLoughlin UH3	*561,387*	Circa 1918
UNION		
La Grande 1	*1,907,290*	1916
Union 5	815,127	Nov 1980
North Powder 8J	434,397	Nov 1978
Imbler 11	*303,976*	Nov 1980
Cove 15	442,921	Nov 1980
Elgin 23	1,189,651	Nov 1980
WALLOWA [1]		
Joseph 6	—	—
Wallowa 12	—	—
Enterprise 21	—	—
Troy 54	—	—
WASCO		
Chenowith 9	2,783,617	May 1980
The Dalles 12	*1,116,394*	Unknown
Petersburg 14	473,428	Nov 1980
Dufur 29	—	—
Tygh Valley 40	182,214	May 1984
Wamic 42	198,984	May 1984
Antelope 50	500,000	May 1984
Maupin 84	417,131	Nov 1978
Wasco UH1	781,999	Nov 1980
WASHINGTON		
West Union 1	*1,300,000*	Nov 1980
Hillsboro 7	*352,629*	1916
Banks 13	—	—
Forest Grove 15	*6,716,926*	May 1980
Tigard 23J	18,921,648	May 1980
Reedville 29	3,879,669	May 1980
WASHINGTON		
Groner 39	519,000	May 1986
Beaverton 48J	*60,107,427*	May 1980
Farmington View 58J	*3,638*	1962
North Plains 70	*393,201*	May 1980
Sherwood 88J	*4,277,952*	Nov 1980
Gaston 511J	*741,000*	Nov 1984
Hillsboro UH3J	*965,853*	1923
WHEELER [1]		
Spray 1	—	—
Fossil 21J	—	—
Mitchell 55	—	—
YAMHILL		
Amity 4J	1,167,195	Nov 1982
Dayton 8	*837,251*	1960
Carlton 11	514,100	May 1984
Yamhill 16	606,794	Nov 1980
Newberg 29J	7,662,611	May 1980
Willamina 30J	—	—
McMinnville 40	6,212,000	May 1986
Sheridan 48J	1,075,196	May 1980
Yamhill-Carlton UH1	*423,894*	Circa 1960

[3] *Districts in this county are prohibited by law from having a tax base.*

Districts operating inside tax base	*175*
Districts operating outside tax base (includes 35 districts with no tax base)	*102*
Districts operating inside ESD base	*14*
Districts operating outside ESD base	*14*
Total districts	*305*

Table 6 APPROPRIATIONS TO THE BASIC SCHOOL SUPPORT FUND

School Year	Total Appropriation	Current Expenditures	BSSF As a Percentage of Current Expenditures
1947-48	$ 15,945,600	$ 43,512,586	36.65
1948-49	16,953,900	51,799,713	32.73
1949-50	17,488,850	58,799,084	29.51
1950-51	18,424,750	63,213,348	28.96
1951-52	29,596,560	72,329,629	40.48
1952-53	30,986,320	78,720,258	38.98
1953-54	32,370,400	87,690,522	36.64
1954-55	33,477,760	94,844,059	35.05
1955-56	35,143,600	102,336,171	34.01
1956-57	36,377,520	114,015,748	31.59
1957-58	45,152,835	122,596,710	36.36
1958-59	50,986,530	134,053,980	33.95
1959-60	52,612,350	152,022,411	34.16
1960-61	55,019,790	161,451,137	33.66
1961-62	61,784,670	177,525,938	34.38
1962-63	65,454,360	190,418,785	33.96
1963-64	65,183,976	208,684,981	31.23
1964-65	61,166,827[1]	220,224,797	27.77
1965-66	72,088,280	239,193,010	30.14
1966-67	75,898,400	262,427,781	28.92
1967-68	77,785,920	286,729,360	27.13
1968-69	77,431,040	325,535,605	23.79
1969-70	88,927,522	363,362,991	24.47
1970-71	88,927,520	398,012,957	22.34
1971-72	99,427,521	421,634,623	23.58
1972-73	104,062,947	459,209,773	22.66
1973-74	143,520,000	505,138,410	28.41
1974-75	170,788,800	579,991,228	29.45
1975-76	200,732,970	659,717,859	30.42
1976-77	217,445,933	716,519,451	30.35
1977-78	269,000,000	777,129,576	34.61
1978-79	341,372,927	883,324,208	38.65
1979-80	384,378,581	993,146,028	38.70
1980-81	406,376,009[2]	1,132,705,846	35.88
1981-82	413,959,754	1,248,595,677	33.15
1982-83	426,203,114[3]	1,306,447,383	32.62
1983-84	431,200,000	1,375,776,705	31.34
1984-85	448,800,000	1,443,655,190	31.09
1985-86	462,454,000[4]	1,542,628,551est.	29.98
1986-87	481,426,700[5]	1,619,759,978est.	29.72

[1]Reduced by legislative action from original appropriation of $69,877,592.
[2]Reduced by legislative action from original appropriation of $418,653,130 due to loss of federal revenue sharing.
[3]Reduced by legislative action during September '81 special session from original appropriation of $455,840,246 to $439,182,967; later reduced by legislative action during July '82 special session; $342,362.94 was spent from the "save harmless" dollars set aside from original appropriation for 1981-82.
[4]463 M, reduced by 546,000 set aside for special education aid.
[5]482 M, reduced by 573,300 set aside for special education aid.

Table 7 SELECTED FINANCIAL DATA 1971-86

Year	TCV or AV[1] in Thousands	% of Change from Prior Year	Total Levy for Education	% of Change from Prior Year	Levy Rate	Change from BSSF	% of Current Prior Year	Change from Expenditures	% of BSSF/ Prior Year	Inflation CX	Rate[1]
1971-72	$20,230,306		$ 371,859,866		18.38	$ 99,427,521		$ 421,634,623		23.58	2.8
1972-73	21,954,080	8.52	401,055,045	7.85	18.27	104,062,947	4.66	459,209,773	8.91	22.66	3.1
1973-74	24,725,997	12.63	401,078,090	0.01	16.22	143,520,000	37.92	505,138,410	10.00	28.41	9.9
1974-75	28,125,615	13.75	465,658,202	16.10	16.55	170,788,800	19.00	579,991,228	14.82	29.45	13.9
1975-76	31,726,172	12.80	526,588,430	13.08	16.60	200,732,970	17.53	659,717,859	13.75	30.43	6.3
1976-77	35,201,491	10.95	574,566,425	9.11	16.32	217,445,933	8.33	716,519,451	8.61	30.35	6.4
1977-78	40,163,066	14.09	583,263,637	1.51	14.52	269,000,000	23.71	777,129,576	8.46	34.61	9.0
1978-79[2]	45,723,773	13.85	582,036,410	-0.21	12.73	341,372,927	26.90	883,324,208	13.66	38.65	12.7
1979-80	57,458,479	25.66	641,496,859	10.22	11.16	384,378,581	12.60	993,146,028	12.43	38.70	15.5
1980-81	61,904,539	7.74	748,615,696	16.70	12.09	406,376,009	5.72	1,132,705,846	14.05	35.88	8.9
1981-82	67,599,845	9.20	899,658,848	20.18	13.31	413,959,754	1.87	1,248,595,677	10.23	33.15	8.3
1982-83	72,029,286	6.55	967,920,454	7.59	13.44	426,203,114	2.96	1,306,447,383	4.63	32.62	-0.6
1983-84	76,215,638	5.81	1,016,898,693	5.06	13.34	431,200,000	1.17	1,375,776,705	5.31	31.34	3.0
1984-85	80,158,598	5.17	1,083,437,324	6.54	13.52	448,800,000	4.08	1,443,655,190	4.93	31.09	4.0
1985-86	81,957,080	2.24	1,140,072,379	5.23	13.91	462,454,000	3.04	1,542,628,551est.	6.86	29.98	4.7
						481,426,400					

[1]*TCV/AV used interchangeably*
[2]*Change to severance tax*
[3]*January change in CPI*

Table 8 SOURCES OF LOCAL DISTRICT REVENUE[1]

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
All Revenues Other than Basic or Property Taxes	31.7	31.3	28.5	29.9	32.5	36.7
Basic School Support	26.0	22.7	23.8	22.6	22.1	20.2
Property Taxes[2]	42.3	46.0	47.7	47.5	45.4	43.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

[1]*All figures are percentages of statewide district revenues for a given year, 100 percent being the statewide total revenues, all funds.*
[2]*Amount of taxes necessary to balance budget.*

Source: School District Budget Summary

Table 9 BREAKDOWN OF TYPES OF SCHOOL DISTRICT EXPENDITURES 1984-85[1]

Instruction[2] (Functions 1000)	Administration (f.2300 & 2400)	Pupil & Staff Support (f.2100 & 2200)	Food Service (f.2560)	Transportation (f.2550)	Operation of Plant (f.2540)	Other[3]
49.5¢	8.2¢	7.3¢	3.0¢	3.7¢	11.4¢	16.9¢

[1] *Total expenditures all funds, not including ending balance and transfers.*
[2] *All these categories contain personnel costs (objects 100 to 600).*
[3] *Business services, facilities acquisition and construction, debt service, community services.*

Source: School District Audit Summary

Table 10 AUDITED SCHOOL DISTRICT EXPENDITURES (thousands)

		1980-81		1981-82		1982-83		1983-84		1984-85		1985-86		
	1979-80	Expense	% Change	Expense	% Change	Expense	% Change	Expense	% Change	Expense	% Change	Expense	% Change	% Overall Change[3]
Instruction	$ 653,171	$ 747,438	14.4	$ 811,868	8.6	$ 857,313	5.6	$ 891,047	3.9	$ 941,360	5.6	$1,035,039	10.0	58.5
Administration	102,252	113,562	11.1	132,869	17.0	146,050	9.9	150,149	2.8	156,316	4.1	170,410	9.0	66.7
Food Services	51,487	57,262	11.2	54,950	(4.0)	53,163	(3.3)	53,831	1.3	57,304	6.5	64,107	11.9	24.5
Transportation	54,755	63,974	16.8	65,569	2.5	65,997	0.7	66,804	1.2	70,695	5.8	79,187	12.0	44.6
Other Expenditures	470,074	502,367	6.9	485,980	(3.3)	485,328	(0.1)	499,265	2.9	675,976	35.4	766,336	13.4	63.0
TOTAL	$1,331,739	$1,484,603	11.5	$1,551,236	4.5	$1,607,851	3.6	$1,661,096	3.3	$1,901,651	14.5	$2,115,079	11.2	58.8
CX/ADMr	$2,206.53	$2,541.11	15.2	$2,854.98	12.4	$3,032.37	6.2	$3,204.16	5.7	$3,367.01	5.1	$3,629.91[2]	7.8	64.5

[1] *1985-86 expenditure and current expenditure figures are estimated.*
[2] *Audited figures generally are 2 percent less than estimates.*
[3] *Percent of overall change from 1979-86.*

Table 11 SUMMARY OF OPERATING LEVY ELECTIONS, OREGON SCHOOL DISTRICTS, 1968-69 THROUGH 1986-87

Budget Year	Total Districts	Districts Not Voting	Districts Operating After Levy Failure[1]	Districts Closed After Levy Failure	Districts Gaining Levy Approval at Election Number:						Total Elections
					1	2	3	4	5	6	
1968-69	367	16	—	—	283	33	26	8	1	—	464
1969-70	356	21	1	—	238	46	39	10	1	—	494
1970-71	350	16	—	—	222	70	29	10	3	—	504
1971-72	345	14	1	—	242	53	27	8	—	—	464
1972-73	339	18	1	—	261	29	22	7	1	—	419
1973-74	339	20	1	—	247	53	17	1	—	—	411
1974-75	339	20	2	—	250	45	19	3	—	—	413
1975-76	334	15	—	—	220	62	27	8	2	—	471
1976-77	334	18	1	3	209	61	33	9	2	1	484
1977-78	333	24	3	—	244	43	18	1	—	—	397
1978-79	330	32	1	—	213	46	36	2	—	—	423
1979-80	312	60	1	—	193	41	14	3	—	—	331
1980-81[2]	311	104	2	—	162	33	10	—	—	—	290
1981-82[2]	310	135	11	1	109	36	15	3	1	—	262
1982-83[2]	309	138	20	—	56	64	29	1	—	1	310
1983-84[2]	309	167	4	2	62	40	21	14	1	—	280
1984-85	309	159	16	—	79	36	16	2	1	—	238
1985-86	306	175	17	2	48	24	19	23	—	—	275

[1]Some districts voted more than once, accounting for the extra elections in the "Total Elections" column.
[2]Results of "A" and combined "A" and "B" ballot elections only.

Table 12 FULL-TIME EQUIVALENCY OF PUBLIC SCHOOL DISTRICT PERSONNEL

	1980-81	1981-82		1982-83		1983-84		1984-85		1985-86		
	FTE	FTE	% Change	FTE	% Change	FTE	% Change	FTE	% Change	FTE	% Change	% Overall Change[2]
Supt/Assts	227.5	277.1	21.8	267.2	(3.6)	261.4	(2.2)	256.1	(2.0)	256.1	0.0	(7.6)
Princ/Assts	1,504.7	1,462.4	(2.8)	1,442.7	(1.3)	1,419.6	(1.6)	1,407.8	(0.8)	1,399.2	(0.6)	(4.3)
Other Admin	811.6	775.7	(4.4)	555.8	(28.3)	569.3	2.4	587.3	3.2	600.9	2.3	(22.5)
Total Admin	2,543.8	2,515.2	(1.1)	2,265.7	(9.9)	2,250.3	(0.7)	2,251.2	0.0	2,256.2	0.2	(10.3)
P, KG Teachers	537.2	570.0	6.1	570.5	0.1	582.7	2.1	626.9	7.6	671.2	7.1	17.8
Elem/Sec Teachers	24,938.1	24,128.7	(3.2)	23,216.5	(3.8)	23,038.8	(0.8)	23,106.6	0.3	23,137.8	0.1	(4.1)
Uncl Teachers	255.0	681.2	167.1	287.0	(57.9)	786.5	174.0	709.5	(9.8)	795.6	12.1	16.8
Other	1,978.6	2,149.0	8.6	1,870.6	(13.0)	1,848.9	(1.2)	1,840.8	(0.4)	1,959.4	6.4	(8.8)
Total Prof/Educ	27,708.9	27,528.9	(0.6)	25,944.6	(5.8)	26,256.9	1.2	26,283.8	0.1	26,564.0	1.1	(3.5)
Other Prof[1]	897.2	606.8	(32.4)	940.1	54.9	956.4	1.7	986.0	3.1	903.6	(8.4)	48.9
Teacher Aides	4,029.1	3,628.9	(9.9)	3,468.4	(4.4)	3,557.5	2.6	3,635.2	2.2	3,804.7	4.7	4.8
Office & Clerical	5,065.7	5,139.1	1.4	4,920.4	(4.3)	4,758.0	(3.3)	4,795.9	0.8	4,909.1	2.4	(4.5)
Other Support	8,960.2	8,749.8	(2.3)	8,393.9	(4.1)	7,963.1	(5.1)	7,889.0	(0.9)	7,912.7	0.3	(9.6)
Total Support Staff	18,055.0	17,517.8	(3.0)	16,782.7	(4.2)	16,278.6	(3.0)	16,320.1	0.3	16,626.5	1.9	(5.1)
TOTAL STAFF	49,204.9	48,168.7	(2.1)	45,933.1	(4.6)	45,742.2	(0.4)	45,841.1	0.2	46,350.3	1.1	(3.8)

[1] *Social workers, public relations, accountants.*
[2] *Percent of overall change from 1981-82 to 1985-86.*

Table 13 OREGON CERTIFICATED PERSONNEL IN PUBLIC SCHOOL DISTRICTS, AVERAGE SALARY BY POSITION

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Superintendent	$32,833	$36,533	$38,306	$39,687	$41,533	$44,541
Asst Superintendent	38,456	41,898	44,112	45,175	48,055	49,885
Principal	30,150	33,124	34,932	36,621	38,671	40,787
Asst Principal	28,323	31,422	33,016	34,431	36,676	38,516
Head Teacher	18,773	20,221	22,558	22,961	25,745	25,809
Director/Supervisor	29,220	32,015	34,034	35,571	37,969	40,324
Coordinator/Consultant	24,752	27,208	28,919	30,017	31,035	32,833
Teacher (average)	(18,010)	(20,305)	(21,746)	(23,155)	(24,378)	(25,664)
Elementary	17,640	19,748	21,309	22,769	23,998	25,243
Junior High	18,660	20,909	22,699	23,528	24,961	26,272
High School	18,615	20,892	22,491	23,897	25,121	26,504
Multi-level or Unknown	17,347	19,279	20,754	22,666	23,630	24,870
Librarian	19,569	21,797	23,478	24,715	26,151	27,609
Counselor	20,710	23,048	24,859	26,346	27,997	29,304
Admin Assistant	25,543	29,093	31,996	33,519	36,681	35,160
Other	19,805	21,988	23,536	25,485	27,778	28,582
Average, All Positions	$19,084	$21,333	$22,945	$24,339	$25,655	$26,960

Table 14 HISTORY OF BUDGET-RELATED SCHOOL CLOSURES

Year	School District	Days Closed
1972	Portland (ran out of money)	12
1976	North Bend (levy defeat)	29
1976	Eagle Point (levy defeat)	34
1976	South Lane (levy defeat)	20
1976	La Grande (levy defeat)	5
1981	Estacada (levy defeat)	12
1982	Brookings (levy defeat)	16
1983	Lincoln County (levy defeat)	9
1983	Junction City (levy defeat)	7
1985	Port Orford-Langlois (levy defeat)	5
1986	Estacada (levy defeat)	15

Table 15 ENROLLMENT FIGURES[1]

	Public Elementary Secondary	Private Elementary Secondary	Community College	State Colleges & Universities	Independent Colleges
1971-72	466,857	24,153	33,271	49,534	13,005
1972-73	464,189	23,559	35,487	49,616	13,695
1973-74	461,287	22,819	39,476	49,407	13,679
1974-75	458,979	22,393	44,708	51,193	13,779
1975-76	457,685	23,751	49,849	52,190	14,748
1976-77	458,148	24,039	48,508	50,555	14,568
1977-78	457,814	24,893	49,229	50,204	15,009
1978-79	455,164	26,567	50,216	49,436	15,353
1979-80	450,982	23,065	54,593	50,739	15,393
1980-81	446,673	27,114	57,667	52,171	15,806
1981-82	438,222	28,246	56,877	50,758	15,866
1982-83	431,300	26,493[2]	55,114[3]	47,808[2]	16,130
1983-84	429,705	35,888	52,921	47,209	16,552
1984-85	429,326	35,720	50,268	46,889	16,660
1985-86	429,455	30,599	50,189	47,702	16,307
Projections					
1986-87	423,400[4]	31,000	54,200	48,702	16,240
1987-88	419,500	31,500	55,300	50,299	16,406
1988-89	418,300	32,000	56,400	51,213	16,397

[1] *Figures are average daily membership and full-time equivalency.*
[2] *OECC data, October 1982.*
[3] *Community college enrollment growth is affected by state funding. If there are no funding increases, enrollments do not grow very significantly.*
[4] *These enrollment projections differ from those used to calculate the request for basic school support to reflect more current estimates by school districts.*

Source: Oregon Department of Education and OECC

Table 16 OREGON PUBLIC SCHOOL RACIAL-ETHNIC SUMMARY, BY COUNTY, FALL 1986

ESD/County	White	Black	Hispanic	Asian/Pac Islander Indo-Chin	Asian/Pac Islander All Other	Amer Ind	Russian	TOTAL
Baker	2,525	8	33	7	10	24	—	2,607
Benton	8,562	69	117	141	174	26	2	9,091
Clackamas	42,641	249	675	437	488	302	180	44,972
Clatsop	4,509	11	55	45	56	21	1	4,698
Columbia	7,754	23	100	45	67	131	1	8,121
Coos	9,410	51	151	47	118	915	3	10,695
Crook	2,247	3	70	8	2	39	—	2,369
Curry	2,505	11	53	14	14	173	1	2,771
Deschutes	11,631	33	172	34	58	52	2	11,982
Douglas	16,034	45	303	58	105	212	1	16,758
Gilliam	333	1	3	2	—	2	—	341
Grant	1,498	5	11	1	8	21	—	1,544
Harney	1,373	1	38	4	3	47	—	1,466
Hood River	2,464	12	399	5	33	14	—	2,927
Jackson	22,547	91	674	83	189	356	9	23,949
Jefferson	1,531	2	185	2	6	799	—	2,525
Josephine	9,358	39	247	39	63	131	4	9,881
Klamath	8,996	85	401	52	39	558	4	10,135
Lake	1,385	2	28	4	6	21	—	1,446
Lane	40,214	509	799	242	482	770	22	43,038
Lincoln	4,874	29	74	26	32	266	—	5,301
Linn	16,039	73	313	81	134	146	—	16,786
Malheur	3,821	14	1,214	12	97	17	—	5,175
Marion	33,013	276	2,687	809	64	328	705	37,882
Morrow	1,603	2	180	6	9	9	—	1,809
Multnomah	65,691	8,396	1,575	2,616	2,317	1,282	20	81,897
Polk	4,682	25	395	16	30	65	1	5,214
Sherman	371	—	1	1	5	2	—	380
Tillamook	3,084	13	37	9	29	55	—	3,227
Umatilla	9,991	43	951	97	58	330	—	11,470
Union	4,307	15	36	24	16	25	—	4,423
Wallowa	1,177	2	11	—	5	5	—	1,200
Wasco	3,441	19	108	20	40	69	—	3,697
Washington	43,566	401	1,526	1,452	721	89	23	47,778
Wheeler	270	—	7	—	1	—	—	278
Yamhill	10,564	45	532	85	78	167	3	11,474
TOTAL	404,011	10,603	14,161	6,524	5,557	7,469	982	449,307
% of Total	89.92	2.36	3.15	1.45	1.24	1.66	0.22	100.00

Source: Fall Report

Profile of Oregon Students

II

Student Achievement

Measures of student achievement in Oregon come from three sources, the Oregon Department of Education Testing Program, the Scholastic Aptitude Tests (SAT), and local district testing programs. In the spring of 1985, a sample of eighth grade students were tested by the Department of Education in reading, mathematics, and writing. The SAT test is taken by approximately 45 percent of Oregon's graduating seniors each year. This test is identified as an aptitude test but does reflect some level of achievement.

Department of Education Eighth Grade Test

The Department of Education has had a testing program since 1974, conducting assessments in 1974, 1978 and 1982 in grades 4, 7 and 11. In 1985 the program was redesigned to assess grades 3, 5, 8 and 11. However, funds were available to only assess a sample at grade 8. In the previous years, the focus was on monitoring change in student performance on items taken by students from one test time to the next. The 1985 test focused on national comparative data, and included curriculum experts' and teachers' responses to the results of the test.

Reading test results indicated that the average eighth grade student in Oregon could read better than 62 percent of the students nationally. Eighty percent of the students could also be expected to read and comprehend the textbooks being used in Oregon classrooms, as well as common reading materials such as daily newspapers and the Oregon Driver's Manual. This would leave about 20 percent of the students in the state needing some type of remedial help in reading. The panel of teachers and experts identified students' ability in inferential comprehension as a problem area.

Mathematics test results indicated that the average eighth grader could answer the questions on the test better than 60 percent of the students nationally. Students did particularly well with arithmetic skills. However, the teachers and curriculum experts were very concerned about the students' ability in the areas of geometry, measurement, estimation and probability. Student ability in problem solving was mixed with concern about students solving problems using percents and fractions.

Writing test results did not have a national comparison. Students were asked to write an essay to demonstrate their writing ability. There are no national tests that can be used at this grade level. The teachers and curriculum experts who reviewed the results felt students performed relatively well in the grammar, spelling, sentence structure and vocabulary aspects of their writing. However, they were very concerned about students' ability to generate good ideas in their papers and in their facility in organizing and developing their essays with almost half of the students having considerable difficulty.

Scholastic Aptitude Test

In 1985-86, Oregon high school seniors who took the Scholastic Aptitude Test scored the highest math score in the state's history. The class of 1986 scored 486, up two points from the previous year, and 11 points above the national score. Oregon students scored 444 on the verbal test, which was the same as the 1985 class. The national verbal score was 431. Both national scores were unchanged.

Oregon ranked second among 22 states which had at least 20 percent of their graduates take the SAT. New Hampshire was first. Forty-six percent of Oregon's graduates took the SAT, while 40 percent of the nation's graduates were tested.

The state's combined score is the highest in 13 years and its 24-point lead over the national score is the largest ever. Oregon's combined score has increased for three consecutive years, including last year's dramatic 21-point gain.

The same students who took the SAT took the Test of Standard Written English, a 30-minute multiple-choice test. Oregon students scored 43.7, up from 43.6 last year, while students nationally scored 42.6, down from 42.7.

Oregon students also outscored their national contemporaries on 10 of the 13 achievement tests. Oregon students averaged 580 on the tests, three points lower than the previous year, while students nationally averaged 540, the same as in 1985.

(Continued on next page.)

Plans for the Future

In order to provide more complete and reliable information on student performance, the Department of Education proposes to accomplish the following:

- Gather data from approved local tests at grades 3 and 5.
- Test a sample of 3rd and 5th graders in reading, writing and mathematics in 1987-89.
- Test all 8th graders, using a state developed test in reading, writing and math beginning in the spring of 1988.
- Develop and pilot a high school completion test during 1987-89 and require that beginning with the Class of 1992, all students pass the test prior to graduation from high school.

"At-Risk" Students and Dropouts

Many students leave school before graduation for a number of reasons. The real problem with a majority of young people not being successful socially nor academically in school seems to center around the delinquency rate of the at-risk students. Research has shown that a high percentage of dropouts eventually end up on the welfare rolls and in correctional institutions which is at considerable public expense.

Definitions:

At-risk students are, in education terms, youth who demonstrate environmental, academic and personal characteristics that result in dropping out of school. A wide variety of educational, counseling and support programs are needed in order to prevent students from dropping out of school or to assist students in completing school if they have dropped out.

Characteristics of "at-risk" students:

Environmental

- high residential mobility
- history of child abuse
- economic disadvantagement
- minority status
- family dysfunction

Behavioral/Personal

- substance abuse
- poor self-concept
- antisocial behavior/delinquency
- poor peer relations
- poor relations with adults
- pregnancy

Academic

- erratic school attendance
- academic problems — grade and/or credit deficits
- behavior problems
- lack of involvement in school activities

The term dropout designates an elementary or secondary school student who withdraws from membership before graduating or completing an equivalent course of study whether the withdrawal occurs between regular school terms, before or after passing the compulsory school age or completing a minimum required amount of school work. Table 17 on next page shows the four-year attrition rate of students from grade 9 through graduation.

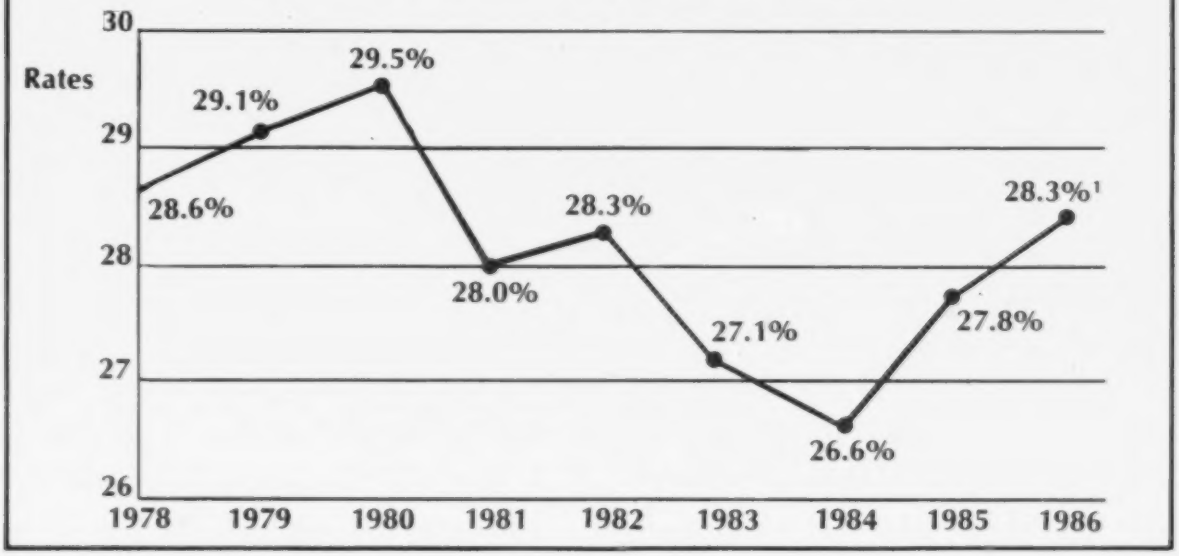
Plans for the Future

The Oregon Department of Education has begun an effort to understand the complexity of the problem of at-risk students and initiate improvements in early detection, prevention, and services for local dropouts.

ODE is currently conducting several activities to be completed during the fall and winter of 1986-87:

- A study of 1981-82 freshman students. This study of a random selection of high schools and students across Oregon, will determine the reasons students dropped out, current status and history since dropping out, and school history while in school.

Table 17 FOUR-YEAR ATTRITION RATES BY GRADUATING CLASS



[1]*This figure represents the percentage of students who began 9th grade in 1983 and who did not receive a diploma. Recent data shows that of this number 4.4 percent completed 12 years of school, but received documents other than diplomas (i.e., certificates of attendance for TMR students). Using this information, the actual dropout rate for 1986 was 23.9 percent.*

- A three-year follow-up study of randomly selected statewide elementary, junior high, and high school students. This study will provide further information about elementary and junior high students, more in-depth information for all school levels and consistent, year-by-year information on students dropping out.
- A status report on programs and studies school districts have done or are currently doing. The information will be reported in a "sourcebook" describing programs and at-risk students around the state.
- A system for collecting dropout information from schools.

Profile of Special Programs

III

Kindergarten

The Oregon Legislature declared that kindergartens are an "integral part of the public school system of this state" and mandated that every district with an elementary program offer kindergarten by July 1, 1989.

Numbers Served (1986-87)

	Number	Percent
Eligible children	39,476	100%
Children in public kindergarten	26,878	68%
Children in private kindergarten (1985-86)	3,707	9%
School districts offering kindergarten	204	72%

NEEDS: Lack of funding or adequate space are the primary reasons some districts have not implemented kindergarten programs. For districts with kindergartens, assistance with teacher training and curriculum development are high priorities.

Child Development Specialist Program

The Child Development Specialist (CDS) Program was established by the Oregon Legislature in 1973 as a preventive approach to meeting the developmental needs of young children in Oregon's schools. The program's primary goal is to help these children develop a positive attitude towards school, their environment and themselves by providing primary prevention services throughout the children's environment.

ORS 343.135 establishes a cost reimbursement program based upon district applications. For applications approved by the Superintendent of Public Instruction, reimbursement is made quarterly for up to 75 percent of the annual cost approved in the application and limited by the total appropriation approved by the legislature.

Students Served

The CDS Program funded 117 CDS programs serving 61,954 students in 1986-87.

NEEDS: The CDS program currently serves as an early detection and intervention program for students with developmental problems, poor self-concepts and attitudes toward school. These are recurrent problems with the "at-risk" student.

A major question, then, is whether and to what extent the CDS program will be used as a service model for at-risk students in the early grades, and what level of funding is needed to make the CDS program operationally responsive in school districts to the needs of at-risk students.

Talented and Gifted (TAG)

The purposes of the state-funded grant-in-aid program have been to encourage and to give assistance to districts interested in initiating a TAG program, to encourage improvements in programs that are in existence and to stimulate program and policy development to serve talented and gifted students with educational services commensurate with their abilities and talents.

The statewide activities are designed to serve the inservice needs of educators in this field, to provide a network among educators and to provide information to parents and educators regarding talented and gifted education.

Number Served (1985-86)

Students receiving state funds	1,190
Students served with local funds	14,037
Total talented and gifted students (5% of total)	21,557
Percentage of eligible students served with either state or local funds	44%

NEEDS: The history of talented and gifted education has shown that when there is a lack of funding at the state level, the emphasis given by local districts is soon eroded, and the local programs also collapse.

The state needs to provide greater service to districts, both with state funding and without, and to students who are in areas that lack resources to provide for their needs. Desired activities include the extension of inservice opportunities for TAG educators, support of statewide programs for students such as Olympics of the Mind, and the support of a statewide talent search and instructional opportunities for identified students.

There should also be provisions for the state supported schools (Oregon School for the Blind, Oregon School for the Deaf) to participate in the grant-in-aid program. This requires a statutory change to enable these students, who may be gifted, to participate in this program.

Special Education

State Programs for the Handicapped

While most handicapped students are educated in local school district and education service district programs, the state provides programs for hearing impaired, visually impaired, orthopedically impaired, trainable mentally retarded, seriously emotionally disturbed and students with autism.[1] Students educated outside of the local classroom are few in number, but their education is costly due to the severity of their handicaps. Currently, the state finances (using both general and federal funds) approximately 80 percent of the direct operational costs for the following programs:

- Oregon School for the Blind
- Oregon School for the Deaf
- Regional Programs
- Hospital Programs
- "Christie List" Programs
- Day and Residential Treatment Programs
- Programs for the Trainable Mentally Retarded
- Preschool Handicapped

Local school districts provide facilities and special transportation, plus contribute about 15 percent direct support through a county school fund bill-back system for these programs. In addition, the state's Mental Health Division operates a residential facility for profoundly mentally retarded (Fairview). Although there are no local contributions to the Fairview Program, education service districts and local school districts provide facilities, special transportation and direct financial assistance to the local programs for the TMR.

[1] *See pages 44-52 for description of state programs.*

Table 18 NUMBER OF STUDENTS BY HANDICAPPING CONDITION AND LOCATION OF SERVICE (SCHOOL-AGE POPULATION)

Handicapping Condition	Year 1983-84	1984-85	1985-86
Specific Learning Disabled	24,464	24,968	25,065
Local school districts	*100%*	*100%*	*100%*
Speech Impaired	11,449	11,900	10,988
Local school districts	*100%*	*100%*	*100%*
Educable Mentally Retarded	2,026	1,903	1,823
Local school districts	*100%*	*100%*	*100%*
Trainable Mentally Retarded	1,899	1,769	1,720
Local school districts	*80%*	*80%*	*85%*
Fairview	*20%*	*20%*	*15%*
Hearing Impaired	1,289	1,320	1,343
Local school districts	*20%*	*20%*	*13%*
Regional programs	*70%*	*70%*	*77%*
School for the Deaf	*10%*	*10%*	*10%*
Visually Impaired	597	577	509
Local school districts	*21%*	*20%*	*12%*
Regional programs	*72%*	*73%*	*78%*
School for the Blind	*7%*	*7%*	*10%*
Orthopedically Impaired	814	742	848
Local school districts	*86%*	*85%*	*70%*
Regional programs	*14%*	*15%*	*30%*
Seriously Emotionally Disturbed	2,436	2,557	2,499
Local school districts	*83%*	*85%*	*86%*
Private programs	*13%*	*12%*	*11%*
Hospitals	*4%*	*3%*	*3%*
Other Health Impaired	552	537	548
Local school districts	*80%*	*84%*	*85%*
Hospitals	*20%*	*16%*	*15%*
Deaf/Blind	115	111	100
Regional programs	*38%*	*42%*	*53%*
School for the Deaf	*6%*	*5%*	*7%*
School for the Blind	*6%*	*5%*	*3%*
Fairview	*50%*	*48%*	*37%*
Multi-Handicapped	30	30	30
Private programs	*100%*	*100%*	*100%*
Autism	N/A	40	112
Regional programs		*100%*	*100%*
TOTALS	45,671	46,454	45,585

Local Programs

Local district and ESD programs serve students who are vision impaired, hearing impaired, orthopedically impaired, speech impaired, educable and trainable mentally retarded, seriously emotionally disturbed, pregnant, other health impaired, students with autism and students with specific learning disabilities. Also, students in the state's regional programs for the blind and deaf are mainstreamed into or housed in local schools.

The Cost of Special Education

In the 1985-86 school year it is estimated that over $150 million local, state and federal funds were spent on special education compared to less than $8 million ten years ago. Of every dollar expended, 69 cents came from the local level, 11 cents from the federal government and 20 cents from the General Fund. (Basic school support funds are not included.) See the table on special education costs.

Table 19 SPECIAL EDUCATION COSTS 1983-1987

	General Fund[2]	Federal Funds	Other Funds	Local Funds	Total
1983-84	23,827,681	13,809,424	175,766	87,744,007	125,556,878
1984-85	25,321,695	12,354,760	603,829	95,406,513	133,686,797
1985-86[1]	29,732,651	16,799,747	749,361	103,999,392	151,749,807
1986-87[1]	28,009,178	18,361,910	6,123,964	114,527,323	167,022,375

[1]Figures reported for 1985-86 and 1986-87 are estimated.
[2]Does not include Basic School Support Funds.

Regional Programs

Since the funding of the first regional program in 1951, the Oregon Legislature has recognized that local school districts need state support in addition to district resources in order to appropriately serve severely handicapped students. In 1983, the Legislature adopted a plan to provide consistent services and funding to students who were visually and/or hearing impaired. The 1985 Legislature funded phase-in programs for autistic and severely orthopedically impaired students through the regional program system.

The responsibility for the education of the child remains with the local school district. However, regional programs assist by providing (1) self-contained classrooms, (2) direct itinerant instruction, (3) consultative services to the school, the classroom teacher, ancillary instructors and parents, (4) special equipment and materials, (5) interpreters and educational aides, and (6) partial payment of necessary related services.

Number Served		
1983-84	1984-85	1985-86
1,455	1,509	1,848

NEEDS: Additional funding is necessary to provide equity in services for autistic and orthopedically impaired students in regional programs.

Private Agency Education Programs (formerly Christie programs)

The private agency programs are established in ***ORS 343.961*** and in OAR 581-15-044. These programs historically have been termed "Christie List" programs and serve the educational needs of students in private agencies contracted through Children's Services Division for care and treatment. The purpose of the program is to support, through contracts, the provision of educational programs while students are in the care of the CSD agencies. The services provided through Department of Education contracts support staffing and other educational costs.

Number Served

Six hundred forty-six student placements receive funding support based on an average daily attendance. In reality, over 1,000 students are served each year as students enter and exit the agencies. Of the total number of students receiving services 263 students are handicapped. The remaining students served in the private agency programs are neglected and delinquent. All children served in the state-funded education program have been placed by Children's Services Division for care and treatment in the following programs:

St. Mary's Home
Clackamas Adolescent Treatment Center
Christie School
Poyama Land
Children's Farm Home
Polk Adolescent Treatment Center
Douglas Adolescent Treatment Center
Plowshare
Southern Oregon Treatment Center — Child
Southern Oregon Adolescent Treatment Center
Klamath Treatment Center
Klamath Adolescent Treatment Center
Grand Ronde Treatment Center
Kerr Center
Olalla Center Treatment Center
Wynne Watts
Pacific Treatment Center
North NE Adolescent Treatment Center
Cascade Treatment Center
Edgefield
Child Center Springfield
Mid-Columbia Treatment Center
Boys/Girls Aid
Janis
Parry Center
Rosemont
Waverly
White Shield

NEEDS: The change from a listing of programs to a criteria-based approach has budgetary implications as new programs become eligible for funding. Also, because the funding formula is based on the average operating expenditure of the contracting district, variances occur in funding levels across the state.

Oregon School for the Blind

The Oregon School for the Blind (OSSB), established in 1873, serves visually impaired students who have educational program needs that local school districts and/or regional programs cannot provide. Before a student can be placed at OSSB, the local district must determine that the student's needs cannot be provided at the local or regional level. Most of the students have handicaps in addition to visual impairment, including: mental retardation, developmental delay, severe hearing loss, and physical disability.

Currently 54 students are enrolled at OSSB. Because of the severity of the nature of the handicapping conditions and general health problems of the students, funding for increased staff is necessary to insure the safety of the children and compliance with federal handicapped education laws.

Oregon School for the Deaf

The Oregon School for the Deaf (OSSD) is an educational facility designed specifically to meet the needs of hearing impaired children whose needs cannot be met by their local school districts. It provides educational training for approximately 175 children — both residential and day students; of these students, approximately 30 percent are multihandicapped.

Every effort is made to develop each child's communication abilities in speech, reading and writing within a total communication framework. Deafness is a communication handicap and makes the educational process slow and difficult. Due to this handicap, the child will be educationally two to four years behind hearing children of the same age. The assistance of parents in the development of language and communication is very important.

The students' needs are met at OSSD on a 24-hour, seven-day-a-week schedule; and except for a strong emphasis on communication and language skills, OSSD's curriculum basically is the same as that offered by any public school. Most of the students need a considerable amount of individualized attention.

NEEDS: Because of prior biennia budget cutbacks, the buildings at OSSD are in need of major repair. If such are not accomplished during the 1987-89 biennium, the safety of students will be at risk.

Early Intervention

The 1983 Legislature mandated early intervention services for preschool-aged children with handicapping conditions that are expected to continue indefinitely and cause a substantial delay in development.

The Department of Education and the Mental Health Division have primary responsibility for the provision of services and funding for programs, while local school districts pay a portion of the cost for such programs and are involved in program planning for each child prior to entry into the district's educational program. The district is also responsible for transportation of preschool children to early intervention programs.

Early intervention services are defined as programs of treatment and habilitation designed to address a child's developmental deficits in sensory, motor, communication, self-help cognitive and socialization. Such services may include parent training, classroom programs, consultation from needed experts and other ancillary services such as physical therapy, occupational therapy and speech/communication therapy.

Number Served		
1983-84	1984-85	1985-86
1,076	1,406	1,561

NEEDS: A 1986 federal law extends the Education for All Handicapped Law (PL 94-142) to include children down to 3 years of age. It also allows states the option of serving children from birth. During the 1987 Legislative Session the Department of Education and Mental Health Division will propose a phase-in strategy for complying with the new federal law (PL 99-457).

Specific Learning Disabilities

"Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Children with a specific learning disability are unable to profit from regular classroom methods and materials without special educational help, and are or will become,

extreme underachievers. These deficits may be exhibited in mild to severe difficulties with perception (the ability to attach meaning to sensory stimuli), conceptualization, language, memory, motor skills, or control of attention. Specific learning disability includes such conditions as perceptual handicaps, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage.

Special education services provided to students with specific learning disabilities focus on developing necessary basic academic skills and are designed to fit the unique pattern of strengths and weaknesses of each student. Services may be provided individually or in small groups by a teacher with a handicapped learner endorsement. These services are supportive to the regular classroom. Occasionally students with specific learning disabilities are placed in special classes when the severity of their learning problems requires full or nearly full-time special education services. The aim of special education is to return the student as soon as possible to the full-time responsibility of the regular classroom teacher.

Programs for students with specific learning disabilities are supported with state, federal, and local district funds.

Number Served (Ages 6-21)		
1983-84	1984-85	1985-86
24,464	24,968	25,065

NEEDS: The large percentage of students identified as having a specific learning disability (one-half of all students identified as handicapped) combined with the school districts' fiscal problems has created much concern over the proper identification of these students. Because of the high cost of providing special education services, it is essential that attention be given to developing a system for classroom intervention as a means of reducing the number of students with specific learning disabilities.

Speech and Language Impaired

"Speech disorder" is the impairment of speech articulation, voice and/or fluency. A language disorder is the impairment or deviant development of comprehension and/or use of a spoken, written and/or other symbol system. The impairment may be manifested by any combination of the following components of language; form (phonology, morphology, syntax), content (semantics) and use/function (pragmatics).

Students who are speech and language impaired exhibit problems in articulation, voice, fluency, and language. Comprising approximately 27 percent of the total number of identified handicapped students, students receive speech and language services through their local school district or education service district. Services are provided by certificated speech and language specialists who travel from building to building in the larger districts or from district to district when districts are too small to support full-time specialists.

Programs for speech and language impaired are provided with state, federal and local funds.

Number Served (Ages 6-21)		
1983-84	1984-85	1985-86
11,449	11,900	10,988

NEEDS: Traditionally, speech and language pathologists working in the public schools have been faced with large caseloads. The net affect of this practice has been a reduction in the amount of remediation time which a student receives. One of the issues that must be resolved is the need to develop a method for defining realistic caseload numbers which in turn will help identify future staffing needs.

In addition, attention must be directed toward raising the entry-level requirements for speech and language pathologists entering the public schools from a bachelors degree to a masters degree. This move would be consistent with federal law which demands that speech and language pathologists serving preschool children have a masters degree.

Educable Mentally Retarded

"Mental retardation" refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

Educable mentally retarded means a child:

Who has mild retardation;
Whose intelligence test score ranges between 2 and 3 standard deviations below the norm on a standardized individual test.

Programs of special education for educable mentally retarded students provide individualized evaluation, diagnosis, education, and habilitative/rehabilitative services that are effective in allowing the student to develop his/her greatest unique potential. A student whose intellectual impairment is less severe may be placed in a resource room while other students who require a more restrictive setting receive services in special classes. Services provided may include academic, social, motor, self-help, communication, vocational, and leisure time skills appropriate to the age, interest, and ability of the student. Other services which should be available to the student, depending upon the student's needs, include physical and occupational therapy, speech and language therapy, career counseling services, and individual and family counseling. As much as possible retarded students should be allowed to participate in regular classroom activities, physical education, art, music, and extracurricular activities.

Programs for educable retarded students are supported with state, federal, and local district funds.

Number Served (Ages 6-21)		
1983-84	1984-85	1985-86
2,026	1,903	1,823

NEEDS: A primary need which school districts thus far have only minimally addressed is the need to provide better coordination between the student's school program and adult community services in order to effect a better transition of the students after leaving school. Other needs focus on curriculum improvement, more vocational classes, more school and community work experience, additional teacher training in computer technology, and more training in student and family counseling.

Trainable Mentally Retarded

"Mental retardation" refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

Trainable mentally retarded means a child:

Who has a moderate, severe, or profound level of mental retardation;
Whose intelligence test score is 3 standard deviations below the mean on a standardized individual test.

Services Available

Students eligible for special education as trainable mentally retarded have severe to profound mental retardation and corresponding delayed adaptive functioning. Secondary handicapping conditions such as cerebral palsy, hearing impairments, vision impairments, autism, and extraordinary medical conditions are common in this population. Students typically attend their local public school. Many students attend special classes while others receive services in regular classrooms with additional staff support. Special education and related services emphasize communication, daily living, vocational and social skills. At the junior high and high school level students learn to apply their skills in community work sites. For example, they may learn to use public transportation, shop in the community and use public recreational facilities. Because of their secondary handicapping conditions special education

services may also include speech therapy, physical therapy, occupational therapy, medically related services and special transportation. Student progress is measured annually by the Student Progress Record. This test, administered to all TMR eligible students, documents growth in 14 curricular areas.

Programs for trainable mentally retarded eligible students are supported with state, federal, and local district funds.

Number Served		
1983-84	1984-85	1985-86
1,899	1,903	1,720

NEEDS: The estimated average cost of serving the trainable population is $11,000 per student with actual costs ranging between $6,000 and $18,000 per student. In 1985 school districts received only $1,500 from federal and state sources to cover educational costs. In 1986, this figure dropped to $1,486. This reduction in funding necessarily leaves school districts with an increased funding burden. Accordingly, action must be taken to reverse the downward trend in order for school districts to provide appropriate educational programs.

Because this population of students present increasingly complex handicapping conditions, there is a great need for staff training.

As the curriculum has shifted toward a functional, community-based model of instruction, the state test, the Student Progress Record, has become outdated and is no longer appropriate for all TMR eligible students. It is necessary to revise the test to accurately reflect student gains.

Hearing Impaired

"Hard of hearing" means a hearing condition, which is functional with or without amplified sound, and adversely affects a child's educational performance.

"Deaf" means a hearing impairment which is so severe that the child's hearing, with amplified sound, is nonfunctional for the purposes of educational performance.

The type and degree of special education services available to hearing impaired students are based on the unique educational needs of each student. The student may receive services from the local school district, education service district, the Regional Program for the Hearing Impaired, or the Oregon School for the Deaf. Support services provided by the regional program and OSSD include evaluation, direct instruction by certified teachers of the hearing impaired, speech and language training, auditory training, sign language instruction, speechreading training, career and vocational education, curriculum adaptation, interpreter services, captioned films, and a materials and equipment loaning bank. In addition to educational services, other services which can be provided include audiological services, parent education and training opportunities, and consultation and inservice training to a variety of groups and organizations.

Programs for students with hearing impairments are supported with state, federal, and local district funds.

Number Served (Ages 0-21)		
1983-84	1984-85	1985-86
1,289	1,320	1,343

NEEDS: Currently there is a need for additional teachers of the hearing impaired in order to reduce teacher/pupil ratios which in turn will allow a more appropriate level of services particularly in relation to non-academic education such as living skills, prevocational training, and transition planning. Regional program funding has decreased in buying power because teacher salary increases have outpaced fiscal allocations.

Visually Impaired

"Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes those children who are partially sighted or blind.

Students with visual impairments are usually enrolled in the regular classroom and typically receive special education services from the district, an education service district, the Regional Program for the Visually Impaired, or the Oregon School for the Blind. Support services provided by the Regional Program include low vision evaluation, braille instruction, orientation and mobility, sensory stimulation, curriculum adaptation, career education, typing, and daily living skills.

Certificated teachers of the visually impaired assist families and school districts in implementing a developmental approach to facilitate ongoing growth in the areas of cognition, language, socialization, self-help and fine and gross motor development. In addition, special materials and equipment, parent education and training, and inservice training to groups and organizations are also available.

Programs for visually impaired students are supported with state, federal, and local district funds.

Number Served		
1983-84	1984-85	1985-86
597	577	509

NEEDS: Additional teachers of the visually impaired are currently needed in order to reduce the teacher/pupil ratio which will result in providing a more appropriate level of service for non-academic education such as living skills, prevocational training and transition planning.

Orthopedically Impaired

"Orthopedically impaired" means a child who has a motor disability caused by an anomaly, disease or impairment by other conditions (e.g., cerebral palsy, spina bifida, muscular dystrophy or traumatic injury) and who requires specialized and integrated services in order to benefit from an educational program.

Special education services for children with orthopedic impairments are provided cooperatively by local school districts and regional programs for orthopedically impaired. Students are typically placed in the regular classroom or specific self-contained classroom. The type and extent of special education services vary with the degree of severity. Services may include physical therapy, occupational therapy, speech/language therapy, and adaptive physical education. Support and technical assistance to teachers of orthopedically impaired students may also be necessary. The responsibility for providing these services rests with the local district, with supplemental assistance provided by the Regional Program for students whose handicap has been determined to be severe.

Programs for students with orthopedic impairments are supported with state, federal, and local district funds.

Number Served (Ages 0-21)		
1983-84	1984-85	1985-86
814	742	848

NEEDS: The current teacher/pupil ratio is 1:50. This ratio needs to be reduced to 1:23 for physical and occupational services and at least one communication specialist who is able to augment communication services should be provided for each of the six regional programs.

Seriously Emotionally Disturbed

"Seriously emotionally disturbed" means an emotional problem which affects a child's educational performance to the extent that the child cannot make satisfactory progress in the regular school program.

Special education services provided to students who are seriously emotionally disturbed are designed to meet their emotional and educational needs. Students receive services in a variety of ways including intervention in the regular classroom, part-time participation in a resource room, and placement in special classes. The services provided are largely academic with additional attention given to behavior management and social skills development.

Programs for students seriously emotionally disturbed are supported with state, federal, and local district funds.

Number Served (Ages 6-21)		
1983-84	1984-85	1985-86
2,436	2,557	2,499

NEEDS: Oregon school districts are identifying slightly over one-half of one percent of the school population as seriously emotionally disturbed whereas the U.S. Office of Education indicates that approximately two percent of the school population should be expected to be identified as seriously emotionally disturbed. In addition to under-identifying students, there is a problem of inadequate funding for psychological services and the problem school districts face in finding teachers with adequate skills for working with seriously emotionally disturbed students.

Other Health Impaired

"Other health impaired" means limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, which adversely affects a child's educational performance.

Students with other health impairments often create unique educational problems for school districts, inasmuch as the special education needs of these students vary greatly. The majority of other health impaired students may be maintained in the regular classroom with only modifications of instruction, methods, and materials required. In some cases extensive medical services may be required in order for the student to remain in the regular classroom. Other placement options for students who require a more restrictive setting include special classes, home, or hospital instruction. Depending upon the severity of the handicapping condition, services which may be required include academic instruction, training in social, motor, self-help, vocational, and leisure-time skills, adaptive physical education, physical and occupational therapy, specialized equipment, nursing and other medical services, individual and family counseling, career counseling, supplemental tutoring, and special transportation.

Programs for students with other health impairments are supported with state, federal, and local district funds.

Number Served (Ages 0-21)		
1983-84	1984-85	1985-86
552	537	548

NEEDS: An essential need which should be addressed is the development of a method for determining which students with other health impairments should be classified as severely other health impaired so that an accurate assessment of the students' needs can be made.

Deaf/Blind

"Deaf/Blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that the child cannot be accommodated in special education programs designed solely for the hearing handicapped or for the visually handicapped.

A child who is deaf/blind is often the only child in a classroom with a dual-sensory impairment, and accordingly the child's needs are quite different from other handicapped children. In general, deaf/blind students need comprehensive educational and other services such as instruction in special communication skills, mobility training, and low vision training. In addition, vocational training and transitional planning for deaf/blind children and youth as well as consultative, counseling, and training programs for the families of the deaf/blind also play an important part of the child's total program.

The education of deaf/blind is provided in local school districts, education service districts, or a state residential program. Itinerant teachers from Regional Programs for the Hearing and Vision Impaired work with local programs to provide many of the needed support services. Other special services are offered through the Oregon Department of Education.

Programs for deaf/blind students are supported with federal funds.

Number Served (Ages 0-21)		
1983-84	1984-85	1985-86
115	111	100

NEEDS: One of the essential needs which must be addressed in order to continue providing appropriate technical assistance to Oregon's deaf/blind school population is the replacement of funds which are expected to be drastically cut from $231,000 currently received to approximately $89,000 in 1988 and a complete phase-out by 1989. In addition, staff turnover is high particularly in rural areas; fewer teachers are being trained in the area of deaf/blind; newly identified students are often located in isolated areas; and instructional technology is constantly changing.

Autism

"Autism" is a severe and chronic disorder that affects communication and behavior and is manifested during early development. Autism is a behaviorally defined syndrome; essential features include disturbances of:

Developmental rates and/or sequences;
Responses to sensory stimuli;
Speech, language, communication; and
Capacities to relate to people, objects and events.

Autism exists on a continuum from mild to severe. It co-exists with other handicapping conditions, and occurs along the full range of intellectual ability. Because students with autism make up a heterogeneous group, the diagnosis of autism per se does not imply a particular educational placement or specific services. Rather, placement should be in a setting that is least restrictive in order to provide maximum integration with non-handicapped students. Placement for school age students with autism may include the regular classroom, resource room, self-contained classrooms for students with other handicaps and classrooms for students with autism or other communication/behavior disorders. Placement options for a preschool child might also include the home, Head Start, or kindergarten. Special education services are usually provided by the school district. Services may include academic instruction in basic skills, vocational training, behavior management, training in communication skills, parent training, adaptive physical education, occupational therapy, physical therapy, special transportation, and special equipment. Supplemental service provided by the state's six regional programs include educational assessment, program planning and implementation

and consultation and training to staff and family.

Number Served (Ages 5-21)		
1983-84	1984-85	1985-86
NA	40	112

NEEDS: Currently there is only one itinerate autism specialist in each region. Some of the specialists have caseloads in excess of 60 students. Additional funds are needed to secure a consistent ratio of 25 students per each autism specialist. Funds for continued training of staff and families are also tinued training of staff and families are also required.

Disadvantaged Students

Chapter 1 Education Consolidation and Improvement Act (Federal)

"Educationally disadvantaged" means children who are functioning below that level which is expected, given their chronological age, in basic skills (reading, mathematics, oral or written language). This means the children cannot read, write or use mathematics as well as they should be able to compared to other children their same age.

Since 1965, federal funds have been available to provide additional instruction to small groups of children. Some students need the diagnostic help of specialists and extra attention of teacher aides, while others need the additional day-to-day attention of teachers. The funds may be used to buy computers for computer-assisted instruction, additional reading materials and other materials to strengthen the instructional process. Some districts add local district funds to provide these services to more children.

Number Served		
	1984-85	1985-86
Unduplicated Total	36,968	42,850
Reading	29,692	32,888
Mathematics	10,273	11,871
Language Arts	4,672	4,342

NEEDS: As schools increase their expectations for student achievement, more children need help in their basic skill development, and federal Chapter 1 funds are not sufficient to meet all the needs.

Disadvantaged Students Migrant Program (Federal)

The Oregon Migrant Education Program provides supplemental educational and supportive services to nearly 14,381 eligible children who have moved across state or school district lines with a parent or guardian to secure or obtain seasonal or temporary work in agriculture, fishing, or related work, including the food processing and the harvesting and cultivation of trees. The state of Oregon is the 6th largest program in the nation and serves as a home for many migrant families. It also serves as a temporary home for those families who have moved into the state to help harvest the crops. Twenty administrative area programs throughout the state provide assistance to migrant children who are part of a nationwide student recordkeeping system called the Migrant Student Record Transfer System (MSRTS). This computerized communications network contains educational and health information on

(Continued on next page.)

Disadvantaged Migrant . . . . .

every migrant child enrolled in the migrant education program. School districts serving migrant children receive technical assistance from the Oregon Migrant Education Service Center which serves as an umbrella organization in coordinating services to the Oregon administrative areas funded under Chapter 1-Migrant.

Oregon Migrant
Number Served (Ages 4-21)

Ages	Currently Migratory (active)	Formerly Migratory (settled)	Total Served	Total Eligible
5-17	6,523	6,359	75%	12,882
4-21	7,519	6,862	75%	14,381

NEEDS: The lives of migrant students are characterized by poverty, inadequate nutrition, poor housing and sanitation, and a high incidence of health problems. Irregular attendance combined with limited English language skills often leads to low overall achievement and frustration causing many children to drop out of school in their early teens. Migrant student dropout rates are inconclusive, but estimates range from 60 to 90 percent. It is also estimated that 90 percent of all migrant juniors and seniors who are enrolled in high school fall between the ages of 18 and 21. Because of the federal funding age limit of 5-17, many of the older students get passed up when it comes to getting instructional and supportive services.

Portland Disadvantaged Program (State Funds)

Since the late 1960s, the Legislature has recognized the unique learning problems of children in urban settings and has allocated approximately $2 million per biennium to help large districts meet those needs.

The state Disadvantaged Child Project in the Portland Public Schools involves nearly 7,000 students each year. Virtually all students reside in the attendance areas served by nine inner city core area elementary schools and one high school, formerly known as model city schools. About 300 elementary students receive services from the project in outlying schools to which they choose to transfer.

State funds support additional teachers and aides which reduces class size and, with the instructional aides, dramatically reduces the student to teacher ratio, and enables schools to provide additional instruction in basic skills.

Because support provided by the state Disadvantaged Child Project is substantial, it is possible that project students could not maintain their position relative to the district in basic skills achievement without such support.

Vocational Education

Secondary

Federal vocational funds for 1985 were awarded to local school districts with high schools having state approved vocational programs. The high schools used the federal funds for agriculture, marketing, health, food service, accounting, clerical, secretarial, mechanics, construction, electricity/electronics, metals, child care, clothing, drafting, graphics, service, forestry, diversified occupations, and miscellaneous special programs. Federal funds were not used for home and institutional management. Large sums of state and local funds

were expended in all vocational programs. The programs used the federal vocational funds primarily for supplies and equipment, although minor sums were used for instructor salaries.

	Number Served		
	1982-83	1983-84	1984-85
All Students, grades 9-12	144,855	146,302	148,211
Vocational Students, 9-12	39,173	37,974	38,427
Percent of Students Served, 9-12	27%	26%	25.9%

NEEDS: Local high schools continue to have a major need in additional supplies and equipment for existing programs. Changing technology will increase the need for these items, plus additional funds will be needed for new vocational programs, expanding programs, and programs that are extended from the traditional two year offerings to three and four year programs. All vocational programs will require other additional funds for developing and/or revising appropriate curriculum, along with funds for such other support services as counseling and guidance and staff inservice activities.

Other funds are needed for incentives to attract the best possible people from business and industry to serve as vocational instructors.

Vocational Education

Community Colleges

Federal vocational funds for 1985 were awarded to community colleges with approved vocational preparatory programs and vocational supplemental courses, including apprenticeship offerings. Federal funds were used in the broad vocational program categories of agriculture, health, food service, office administration, mechanics, construction, electronics, metals, child care, drafting, graphics, service, forestry, and some miscellaneous categories. State and local funds were also expended in these same vocational areas, as well as marketing, accounting, and institutional and home management. The colleges used the federal funds for instructor salaries, supplies, and equipment.

	Number Served		
	1982-83	1983-84	1984-85
All Students, grades 13 and 14 (FTE)	55,114	52,921	50,268
Vocational Students, Grades 13 and 14	20,833	19,475	18,282
Percent of Students Served	37.8%	36.8%	36.4%

(Continued on next page.)

NEEDS: Local community colleges continue to have a major need for additional supplies and equipment in existing programs. Changing technology will increase the need for these items, plus additional funds will be needed for new vocational programs, expanding programs, and programs that are extended from one year to two year offerings. All vocational programs will require other additional funds for developing and/or revising appropriate curriculum, along with funds for such other support services as counseling and guidance services and staff inservice activities.

Other funds are needed for incentives to attract the best possible people from business and industry to serve as vocational instructors.

Adult Basic Education (Federal)

The term "adult basic education" means adult education for ages 16 and over whose inability to speak, read, or write the English language constitutes a substantial impairment in their ability to get or retain employment commensurate with their real ability. This program is designed to help eliminate such inability and raise the level of education of such individuals with a view to improving the ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

	Number Served		
	1984-85	1985-86	
Students Served	21,634	22,660	
Number Eligible	430,030[1]	463,030[1]	
Percent of Eligible Served	4.7%	4.9%	
Number of Program Personnel	545	498	
Number of Tutors	525	853	
Hispanics Served	3,130	3,229	(14% of students served)
Asians Served	2,865	2,732	(12% of students served)

NEEDS: The Adult Education Act requires that students not be charged for tuition or materials. The Act, therefore, does not begin to cover costs to the colleges for offering these classes. Community support in the form of awareness and joint efforts is needed. The colleges are being asked to form adult literacy coalitions of groups in the community that provide assistance to undereducated adults. Technical assistance, tutor training funds and materials are needed to support local coalitions. Without tutoring available and combined community resources, community colleges will not be able to impact the percentage of adults served in comparison to the number who need service.

[1] *1980 census information*

Student Driver Training Program

School districts and community colleges provide driver education courses to students aged 15 and over. The costs of the program are partially covered from funds collected by the Department of Motor Vehicles.

Number Served (Ages 15 and over)
1985
11,700 in 130 school districts and community colleges

NEEDS: Currently districts receive $100 per student from the Student Driver Training Fund. The amount needs to be increased to $150 to more adequately meet the cost of operating the program.

Community Schools/Education

Twenty-seven school districts have designated community education programs serving over 250 sites. Programs and services are offered for preschool children through senior adults.

Community Education is a philosophy of education which stresses:

- Citizen involvement in education
- Educational enrichment opportunities for people of all ages
- Effective use of resources and extended use of school facilities
- Interagency cooperation

Many school districts choose to integrate this philosophy into their ongoing operations but 27 districts have designated specific personnel as responsible for making sure it is implemented and have called it a Community School/Education program.

Funding Sources	1986-87	Board Budget Request for 1987-89
Federal ECIA II	$113,419	$226,000
Mott Foundation	10,000	-0-
General Fund (Pkg. 115)	-0-	40,000

NEEDS: The emphasis has changed from active promotion to deal with the above issues using a community education philosophy and processes common to community education programs.

Technical assistance to local school districts and training of staff and community volunteers is vital to helping districts involve citizens and maximize use of resources in a feasible, efficient and cost-effective manner.

Loss of private foundation grant funds will mean a reduction in this technical assistance and training. Therefore, a special funding request has been made for replacement funds for the 1987-89 biennium.

Profile of the Department of Education

IV

State Board of Education

Members of the State Board of Education are appointed by the Governor for four-year terms, subject to confirmation by the Senate. State statute now limits each member to two terms. One member is appointed from each Congressional District and the remainder are from the state at large. The Board meets monthly to act on matters submitted by the State Superintendent of Public Instruction.

Board Priorities

1. ***Educational Finance.*** Assure adequate, stable and equitable funding for public schools and community colleges while maintaining the present balance of state and local responsibilities for education.

2. ***Curriculum Expectations.*** Establish learning goals expected of all students, commensurate with the challenges and opportunities encountered as adults.

3. ***Responsive Instruction.*** Provide all students with instruction necessary to achieve the state-defined learning goals.

4. ***"At-risk" Students.*** Place greater emphasis on the early identification and response to the needs of students at risk of academic failure or underachievement, and the provision of modified programs that motivate and encourage dropouts to continue their education.

5. ***School Improvement.*** Enhance the capacity of schools to improve their instructional programs, based on knowledge of student achievement and the characteristics of effective instructional programs.

6. ***Teacher Quality.*** Improve the quality of teaching and school administration through programs and strategies which take into account: (a) the incentives affecting entry and growth of individuals in the profession, (b) the working conditions that are necessary for effective performance, and (c) anticipated staffing needs of Oregon's schools.

7. ***Vocational Education.*** Develop and implement a comprehensive plan to improve the coordination and cooperation of schools, community colleges and other agencies providing vocational education and employment training.

8. ***Community Colleges.*** In cooperation with Oregon's community colleges, develop the portion of the Oregon Educational Coordinating Commission's comprehensive plan that relates to community college services.

Superintendent of Public Instruction

The Office of State Superintendent of Public Instruction is established by the Oregon Constitution as an elected position. The Superintendent serves as the administrative officer for the Board and executive head of the Department, and exercises general superintendence of school officers and the public schools of Oregon.

The Department is organized into divisions to provide services to school districts and community colleges, each headed by an associate superintendent. The Deputy Superintendent is head of the Office of Administrative Services. A separate office for Community College Services, headed by an Executive Director, reports to the Superintendent and State Board of Education. An agency responsibility chart appears on page 63.

The Role of the Department

The demand for excellence in education and the national concern about school and student performance have led to a strengthened role for state departments of education everywhere. In order to respond to the public need for increased accountability and to help schools make reform efforts work, the Oregon Department of Education has taken an aggressive role in school improvement. The State Board has adopted the Action Plan for Excellence which specifies statewide essential learning skills and knowledge are vital to each student and provides a testing program to check student progress. The Board has also adopted a long-range plan for education, which will guide the work of the Department of Education in the coming years.

The three primary functions of the Department are:

- Guiding Effective Policymaking and Planning

  As social and economic conditions change, schools and community colleges also must adapt to meet the needs of the individual and insure the development of a citizenry able to lead productive and satisfying lives. Thus, a major role of the Department is to lead the state's educational system in meeting new demands and expectations.

- Improving Practices in Educational Agencies and Institutions

  As new knowledge is discovered regarding the teaching/learning process and as fresh insights are gained into school organization and management, the Department must share this information with local agencies and promote the adoption of practices that bring about greater educational effectiveness and productivity.

- Assuring Local Agency Compliance

  The third major responsibility of the Department is to assure that Oregon's citizens are provided standard levels of educational quality and equity through the public schools and community colleges. In meeting this goal, the Department monitors and enforces local compliance with state and federal rules and laws pertaining to education. The Department also regulates private vocational schools through the inspection and licensing process.

1987-89 Department Operations Budget Highlights

The total request for Department operations represents a 24.6 percent increase over the 1985-87 budget. The majority of the increase is for general funds to implement the Oregon Action Plan for Excellence.

Table 20 COMPARISON OF 1987-89 REQUEST TO 1985-87 LEGISLATIVE APPROVED BUDGET

	1985-87 Legislative Approved	1987-89 Request	% ± from 1983-85
General	$10,873,094	$15,082,514	+38.7%
Other	3,798,830	3,907,509	+ 2.9%
Federal	7,488,100	8,889,216	+18.7%
Non-Limited	1,334,584	1,394,640	+ 4.5%
All	$23,494,608	$29,273,879	+24.6%

OREGON DEPARTMENT ORGANIZATIONAL CHART

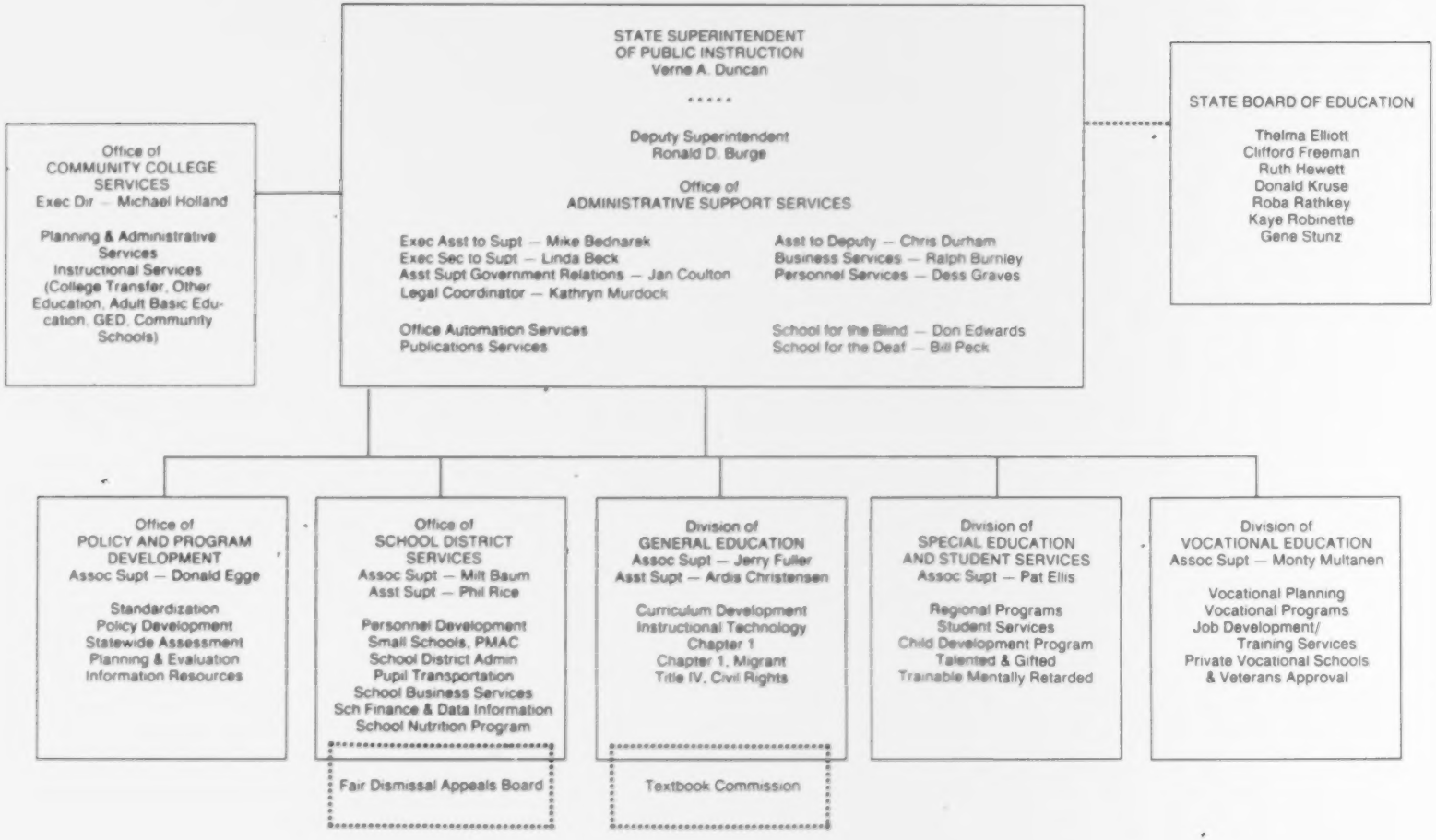
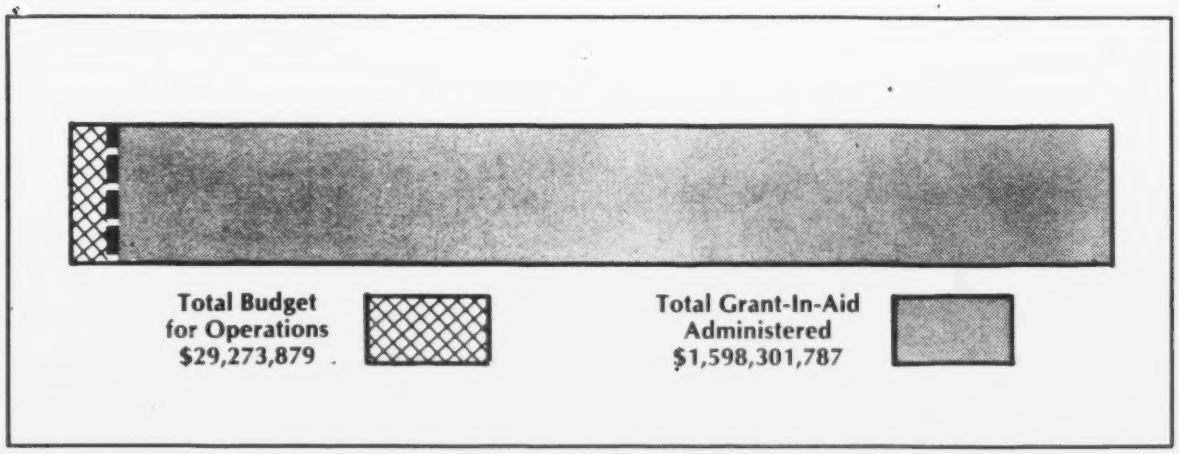


Table 21 OPERATIONS COST AS PART OF TOTAL FUNDS–AGENCY REQUEST



The requested budget for 1987-89 will fund 428 staff members, including the staff at Oregon Schools for the Blind and Deaf. Table 22 gives a 12-year view of Department staffing levels.

Table 22 OREGON DEPARTMENT OF EDUCATION AND OREGON SCHOOLS FOR THE BLIND AND DEAF

Staffing Patterns, 1975 to 1989
(Full-Time Equivalent Positions)

	Department Staff	OSSB	OSSD	Total
1975-77	275.0	63.8	147.4	486.2
1977-79	271.59	64.5	146.67	482.76
1979-81	274.21	66.84	153.29	494.34
1981-83	215.0	63.15	139.81	420.43
1983-85	200.77	58.5	141.96	401.23
1985-87[1]	205.29	56.00	138.19	399.48
1987-89	229.17	61.92	136.44	427.53

[1]*Legislature approved.*

Facts

- The equivalent of about 40 percent (80 FTE) of the total staff of 205 FTE delivers services directly to local school districts and community colleges. Federal programs (Special Education, Vocational Education, School Nutrition, and Education Consolidation Improvement Acts I and II) fund nearly 50 percent of all Department activities.

  Only about 40 of those staff members are funded by the state to provide direct field services in such programs as Basic and Special Education, Community College Services, School Finance, Vocational Education and School District Administrative Services.

- The equivalent of 21 full-time positions, or 10 percent of the total, is assigned to internal management functions.

- The support staff (secretaries, accountants, analysts, custodians, etc.) for departmental services to administration and field services represents nearly 105 FTE or roughly 50 percent of all Department employees.

1987-89 Budget Request[1]

Maintaining the current level of services and programs within the Department of Education is the top priority for the State Board and Superintendent of Public Instruction. In addition, program improvements and increased staff positions are essential if the Department is to provide effective leadership to the field and meet the public and legislative demand for improved accountability. The requests are as follows:

"At-Risk" Youth

The At-Risk Youth package, included in the Joint Youth Initiative Program, primarily focuses on intervention, with a long-term commitment to prevention. Oregon's short-term solution for the dropout problem is to make a wide range of alternatives available as a standard part of the high school program, including education, employment and training. Support of the Joint Youth Initiative would provide for coordination of schools and public and private agencies' resources to address the educational, social and personal needs of at-risk youth.

Components of Request

Department Activities (2 FTE)	$ 228,781
Grant-in-Aid	5,000,000
TOTAL	$5,228,781

Note: Community College budget details are in a separate report to the Legislature.

Statewide Curriculum and Testing

The Oregon Action Plan for Excellence curriculum and testing proposals establish a coordinated statewide effort to provide every Oregon student with the skills and knowledge needed for success and to measure and report the effectiveness of local and state programs. To help achieve this end, the staff development package will enable the Department to provide needed training and technical assistance to local educators through grants to regional school improvement areas.

Components of Request

Statewide Curriculum Development (2.5 FTE)	$ 139,793
Collect/Report Local Test Results (2.0 FTE)	517,348
8th Grade Test	275,200
High School Completion Test (2.0 FTE)	261,411
Assist Local Testing (1.0 FTE)	135,807
Staff Development (Grant-in-Aid)	425,000
TOTAL	$1,754,559

[1] *At the time of printing, the Governor's recommended budget for 1987-89 was not available.*

Special Education

In 1985, 46,454 handicapped children aged birth to 21 years received special education services in Oregon. The majority of these students are served in local school districts, but the most severely handicapped are educated in programs operated by the state. In addition, programs for gifted students reach a small percentage of those eligible; a request for increased funding for this population is also proposed.

Components of Request

Funds for Professional Assistance with TMR Program	$ 161,175
Hospital Programs	416,932
Regional Orthopedic and Autistic Programs	1,518,323
Trainable Mentally Retarded	500,802
"Christie List" Funding	1,917,811
Handicapped Child Fund	8,511,436
Talented and Gifted	550,000
TOTAL	$13,025,479

Community Colleges[1]

In 1986-87 there are 13 community colleges and 15 community college service districts in Oregon. These institutions provide vocational/technical training or retraining for the work force, offer access to lower division collegiate courses, and adult education programs. In addition to the request for $121,539,862 in general operating support for community colleges, the Board is proposing funding for other purposes.

Components of Request

Maintenance and Equipment Replacement	$ 3,351,791
Instructional Equipment Updating	2,800,000
Construction	3,960,000
Community Education	40,000
TOTAL	$10,151,791

[1] *See document "Report to the Legislature on Community Colleges" for more detail.*

Basic School Support Fund

Basic School Support currently provides reimbursement to local school districts for approximately 29 percent of their approved costs. The Board and Superintendent believe that the state's share of the cost of education must increase in order to ease the local property tax burden and help solve the school closure problem.

Components of Request

Raise BSSF to 33 percent of current operating costs	$165,000,000

Department of Education[1]

The ability of the Department of Education to respond to the needs of the field has been severely restricted by budget cut backs and staff reductions. The 1985-87 general fund appropriation for services and supplies was less than in 1975-77, representing a decade of reduced capacity to serve state and local educational needs.

Components of Request

Rebuild School Evaluation (1.5 FTE)	$143,836
Research Services and Data Collection (4.0 FTE)	412,492
School Bus Inspections	55,698
Licensing of Proprietary Schools	49,985
TOTAL (5.5 FTE)	$662,011

Vocational Education

Oregon's citizens must be productive and competitive members of society if our state is to have economic growth. The budget request in the area of vocational education links together resources from schools, community colleges and business and industry to increase access to

[1] *Portions of the request for Department operations are included in different categories.*

vocational training and improve the quality of technical education.

Components of Request

Curriculum Updating (1 FTE)	$ 152,697
Developing Cooperative Programs Between Schools and Community Colleges	3,000,000
Research Projects	5,000,000
Small Business Development	32,000
Vocational Student Leadership Centers	715,400
Training for New and Expanding Business	2,750,000
Employment Needs Data Base (OPPS)	215,000
Staff Development	425,000
Technical Instructor Training	500,000
TOTAL (1 FTE)	$11,040,097

Table 23 DEPARTMENT OF EDUCATION BUDGET COMPARISON

	1983-85 Actual	1983-85 Approved	1985-87 Legis. Approved	1987-89 Agency Request	1987-89 Request to 1985-87 Approved
Department Operations					
General Fund	$ 10,332,455	$ 10,416,414	$ 10,873,094	$ 15,082,514	38.71%
Other Funds	4,026,572	4,285,825	5,133,414	5,302,149	3.29%
Federal Funds	6,175,588	7,459,490	7,488,100	8,889,216	18.71%
TOTAL	20,534,615	22,161,729	23,494,608	29,273,879	24.60%
Grant-in-Aid					
General Fund	1,029,420,185	1,029,890,624	1,113,378,735	1,381,602,974	23.75%
Other Funds	4,571,417	5,384,751	12,630,638	16,724,603	32.41%
Federal Funds	152,038,599	162,269,637	186,344,301	206,599,540	10.87%
TOTAL	1,186,030,201	1,197,545,012	1,312,353,674	1,604,927,117	22.29%
School for the Blind					
General Fund	2,923,670	2,956,184	2,777,522	3,338,384	20.19%
Other Funds	157,422	167,332	338,820	539,895	59.35%
Federal Funds	191,465	280,551	137,000	135,543	−1.06%
TOTAL	3,272,557	3,404,067	3,253,342	4,013,822	23.38%
School for the Deaf					
General Fund	7,995,820	7,977,890	7,156,212	7,673,335	7.23%
Other Funds	375,666	201,992	724,682	1,278,374	76.40%
Federal Funds	358,321	416,208	348,915	199,409	−42.85%
TOTAL	8,729,807	8,596,090	8,229,809	9,151,118	11.19%
Department Totals					
General Fund	1,050,672,130	1,051,241,112	1,134,185,563	1,407,697,207	24.12%
Other Funds	9,131,077	10,039,900	18,827,554	23,845,021	26.65%
Federal Funds	158,763,973	170,425,886	194,318,316	215,823,708	11.07%
TOTAL	$1,218,567,180	$1,231,706,898	$1,347,331,433	$1,647,365,936	22.27%

(Continued on next page.)

Table 23, continued . . . . .

DEPARTMENT OF EDUCATION GRANT-IN-AID 1987-89

	1983-85 Actual	1983-85 Legislative Approved	1985-87 Legislative Approved	1987-89 Agency Request	1987-89 Request to 1985-87 Legislative Approved
Basic School Support (G)	$ 880,000,000	$ 880,000,000	$ 945,000,000	$1,152,525,000	21.96%
Community College Operations (G)	104,279,808	104,279,813	113,306,088	128,808,633	13.68%
Community College Operations (O)	-0-	-0-	1,500,000	-0-	-0-
Community College Operations (F)	503,649	503,649	-0-	-0-	-0-
TOTAL	104,783,457	104,783,462	114,808,088	128,808,633	13.68%
Community College Construction (G)	-0-	-0-	-0-	3,960,000	-0-
Community College Construction (O)	-0-	-0-	-0-	3,960,000	-0-
TOTAL	-0-	-0-	-0-	7,920,000	-0-
Special Education—Regionals (G)	12,557,670	12,712,546	13,293,454	15,878,869	19.45%
Special Education—Regionals (O)	246,508	-0-	2,516,718	3,388,398	34.64%
Special Education—Regionals (F)	5,457,949	5,580,140	5,953,887	6,143,812	3.19%
TOTAL	18,262,127	18,292,686	21,764,059	25,411,079	16.76%
Special Education—"At-Risk" (G)	-0-	-0-	-0-	5,000,000	100.00%
Handicapped Child Fund (G)	21,322,691	21,535,619	22,504,722	42,367,590	88.26%
Handicapped Child Fund (F)	14,091,240	15,645,495	18,185,198	19,003,532	4.50%
TOTAL	35,413,931	37,181,114	40,689,920	61,371,127	50.83%
Other Special Education (G)	1,258,340	1,322,062	9,137,967	11,422,173	25.00%
Other Special Education (O)	-0-	-0-	2,519,850	5,189,790	105.96%
Other Special Education (F)	6,065,207	7,710,493	10,580,760	10,423,704	−1.48%
TOTAL	7,323,547	9,032,555	22,238,577	27,035,667	21.57%
Compensatory Education (G)	2,000,000	2,000,000	2,000,000	2,090,900	4.50%
Compensatory Education (F)	58,856,337	60,999,169	73,880,513	76,704,194	3.82%
TOTAL	60,856,337	62,999,169	75,880,513	78,794,194	3.84%
Other Grant-in-Aid (G)	491,682	500,000	522,500	971,013	85.84%
Other Grant-in-Aid (O)	2,054,015	3,507,715	2,850,505	2,957,175	0.23%
Other Grant-in-Aid (F)	54,830,368	54,666,584	63,203,354	77,266,078	22.25%
TOTAL	57,376,065	58,674,299	66,676,359	81,194,266	21.77%
Job Training & Partnership Act (O)	2,270,894	1,877,036	3,243,565	1,229,240	−62.10%
Vocational Education (G)	-0-	-0-	-0-	10,215,400	100.00%
Vocational Education (F)	12,217,432	17,164,107	14,540,589	17,058,220	17.31%
TOTAL	12,217,432	17,164,107	14,540,589	27,273,620	87.57%
Child Development Spec (G)	425,275	425,275	444,412	464,411	4.50%
Talented and Gifted (G)	650,006	663,497	693,354	1,274,555	83.82%
Talented and Gifted (F)	16,417	-0-	-0-	-0-	
TOTAL	666,423	663,497	693,354	1,274,555	83.82%
Debt Service (G)	6,434,713	6,451,812	6,476,238	6,625,330	
GRAND TOTAL	$1,186,030,201	$1,197,545,012	$1,312,355,674	$1,604,927,117	22.29%

Profile: Oregon and the Nation

V

Oregon and the Nation

Interest in educational improvement and reform across the nation has led to increased attention in state-by-state comparisons and rankings. It is important to note that statistics alone do not tell the complete story about the quality of a state's education program; rather they are useful for noting trends within the context of more detailed information.

Table 24 PERCENT OF SCHOOL DISTRICT REVENUE FROM LOCAL, STATE AND FEDERAL LEVELS 1985-86[1]

Estimated Percent of Revenue from Local Governments		Estimated Percent of Revenue from State Governments		Estimated Percent of Revenue from the Federal Government	
1. Dist. of Col.	93.33	1. Hawaii	90.56	1. Mississippi	16.95
2. New Hampshire	91.22	2. Alaska	78.43	2. New Mexico	14.27
3. Oregon	**67.31**	3. Washington	75.60	3. Alabama	12.32
4. Nebraska	66.79	4. New Mexico	75.14	4. South Dakota	11.07
5. South Dakota	61.13	5. Alabama	71.85	5. Louisiana	10.83
6. Nevada	60.18	6. California	68.99	6. Kentucky	10.44
7. Virginia	59.91	7. Delaware	68.74	7. Arkansas	10.34
8. Wyoming	59.45	8. Kentucky	68.58	8. South Carolina	9.87
9. Michigan	58.68	9. Oklahoma	66.50	9. West Virginia	9.76
10. Vermont	58.17	10. North Carolina	64.20	10. Tennessee	9.75
11. Wisconsin	56.19	11. West Virginia	63.78	11. Hawaii	9.26
12. Colorado	54.69	12. Idaho	62.73	12. North Dakota	8.13
13. Connecticut	54.55	13. Arkansas	61.34	13. Georgia	8.12
14. Missouri	54.47	14. Arizona	59.02	14. Florida	8.00
15. Rhode Island	54.03	15. Minnesota	58.71	15. Montana	7.94
16. Maryland	53.78	16. South Carolina	58.26	16. North Carolina	7.90
17. Illinois	53.49	17. Indiana	57.57	Arizona	7.90
18. Iowa	53.46	18. Mississippi	57.23	18. Maine	7.73
19. New York	53.38	19. Georgia	55.78	19. Delaware	7.72
20. New Jersey	52.44	20. Utah	55.61	20. California	7.59
21. Kansas	50.83	21. Louisiana	53.57	21. Texas	7.45
22. Massachusetts	50.71	22. North Dakota	53.49	22. Illinois	7.26
23. Pennsylvania	49.67	23. Florida	53.41	23. Idaho	6.83
24. Ohio	48.70	24. Maine	51.07	24. Dist. of Col.	6.67
25. Texas	46.85	United States	50.22	25. Missouri	6.61
United States	43.41	25. Montana	50.17	United States	6.37
26. Montana	41.89	26. Tennessee	49.98	26. Vermont	6.21
27. Maine	41.21	27. Ohio	46.32	27. Virginia	6.04
28. Tennessee	40.27	28. Texas	45.70	28. Iowa	5.84
29. Utah	39.08	29. Pennsylvania	45.30	29. Maryland	5.78
30. Florida	38.59	30. Kansas	44.59	30. Washington	5.71
31. North Dakota	38.37	31. Massachusetts	43.71	31. Massachusetts	5.58
32. Indiana	38.26	32. New York	43.41	32. Oklahoma	5.47
33. Minnesota	37.06	33. New Jersey	43.19	33. Utah	5.31
34. Georgia	36.10	34. Rhode Island	41.88	34. Nebraska	5.10
35. Louisiana	35.60	35. Colorado	40.94	35. Pennsylvania	5.03
36. Arizona	33.08	36. Iowa	40.71	36. Ohio	4.98
37. South Carolina	31.87	37. Connecticut	40.53	37. Connecticut	4.93
38. Idaho	30.44	38. Maryland	40.45	**38. Oregon**	**4.75**
39. Arkansas	28.31	39. Wisconsin	39.83	Michigan	4.75
40. Oklahoma	28.02	40. Illinois	39.25	40. Alaska	4.68
41. North Carolina	27.90	41. Missouri	38.91	41. Kansas	4.58
42. West Virginia	26.46	42. Wyoming	38.11	42. Colorado	4.37
43. Mississippi	25.82	43. Michigan	36.57	43. New Jersey	4.36
44. Delaware	23.55	44. Nevada	35.78	44. Minnesota	4.24
45. California	23.42	45. Vermont	35.61	45. Indiana	4.17
46. Kentucky	20.98	46. Virginia	34.05	46. Rhode Island	4.08
47. Washington	18.69	47. Nebraska	28.11	47. Nevada	4.04
48. Alaska	16.89	**48. Oregon**	**27.94**	48. Wisconsin	3.98
49. Alabama	15.83	49. South Dakota	27.80	49. New Hampshire	3.80
50. New Mexico	10.58	50. New Hampshire	4.98	50. New York	3.21
51. Hawaii	0.18	51. Dist. of Col.	NA	51. Wyoming	2.44

[1]*Source: NEA Ranking of the States, 1986.*

Table 25 COSTS PER PUPIL IN AVERAGE DAILY MEMBERSHIP[1]

1984-85		1985-86	
1. Alaska	$6,985	1. Alaska	$7,565
2. Wyoming	5,037	2. New York	5,192
3. New York	4,783	3. New Jersey	5,171
4. New Jersey	4,747	4. Wyoming	5,131
5. Dist. of Col.	4,332	5. Connecticut	4,697
6. Connecticut	4,321	6. Dist. of Col.	4,507
7. Rhode Island	3,980	7. Rhode Island	4,335
8. Delaware	3,888	8. Delaware	4,203
9. Massachusetts	3,812	9. Massachusetts	4,182
10. Wisconsin	3,789	10. Wisconsin	4,026
11. Oregon	**3,715**	11. Maryland	3,989
12. Maryland	3,690	12. Pennsylvania	3,884
13. Pennsylvania	3,624	13. Colorado	3,883
14. Montana	3,586	**14. Oregon**	**3,859**
15. Colorado	3,549	15. Minnesota	3,768
16. Kansas	3,492	16. Montana	3,761
17. Minnesota	3,474	17. Kansas	3,695
18. Hawaii	3,261	18. Hawaii	3,511
19. Iowa	3,245	19. Washington	3,474
20. Vermont	3,219	20. Florida	3,448
21. Florida	3,218	21. Iowa	3,409
22. Illinois	3,199	22. Illinois	3,395
23. Washington	3,168	23. Virginia	3,387
24. Virginia	3,102	24. Vermont	3,333
25. New Mexico	3,079	25. Ohio	3,316
26. Ohio	3,034	26. New Mexico	3,232
27. Nebraska	2,930	27. North Carolina	3,179
28. Maine	2,922	28. Maine	3,154
29. North Dakota	2,899	29. Nebraska	3,141
30. New Hampshire	2,881	30. Texas	3,104
31. Texas	2,864	31. Indiana	2,989
32. North Carolina	2,803	32. Louisiana	2,947
33. Indiana	2,773	33. North Dakota	2,937
34. Louisiana	2,766	34. New Hampshire	2,921
35. South Carolina	2,732	35. South Carolina	2,835
36. South Dakota	2,690	36. South Dakota	2,831
37. Nevada	2,674	37. Georgia	2,824
38. Arizona	2,631	38. Nevada	2,822
39. Georgia	2,544	39. Kentucky	2,696
40. Kentucky	2,508	40. Arizona	2,671
41. Arkansas	2,362	41. Oklahoma	2,604
42. Oklahoma	2,341	42. Alabama	2,591
43. Alabama	2,312	43. Arkansas	2,497
44. Tennessee	2,288	44. Tennessee	2,405
45. Utah	2,098	45. Mississippi	2,211
46. Mississippi	2,092	46. Utah	2,174
California	NA	California	NA
Idaho	NA	Idaho	NA
Michigan	NA	Michigan	NA
Missouri	NA	Missouri	NA
West Virginia	NA	West Virginia	NA
United States	NA	United States	NA

[1]*Source: NEA Ranking of the States, 1986.*

[2]*The cost per pupil reported here includes expenditures for ESDs and state education functions not included in costs on Table 3.*

Table 26 TEACHER SALARY DATA[1]

Estimated Average Salaries of Public School Teachers, 1985-86	
1. Alaska	$41,480
2. Dist. of Col.	33,990
3. New York	30,678
4. Michigan	30,168
5. Rhode Island	29,470
6. California	29,132
7. Minnesota	27,360
8. Wyoming	27,224
9. Illinois	27,190
10. Maryland	27,186
11. New Jersey	27,170
12. Massachusetts	26,800
13. Connecticut	26,610
14. Wisconsin	26,525
15. Washington	26,015
16. Colorado	25,892
17. Pennsylvania	25,853
18. Hawaii	25,845
19. Oregon	**25,788**
20. Nevada	25,610
United States	25,313
21. Texas	25,160
22. Arizona	24,680
23. Delaware	24,624
24. Ohio	24,500
25. Indiana	24,274
26. Virginia	23,382
27. Alabama	22,934
28. North Carolina	22,795
29. Kansas	22,644
New Mexico	22,644
31. Montana	22,482
32. Utah	22,341
33. Florida	22,250
34. Georgia	22,080
35. Missouri	21,974
36. Tennessee	21,800
37. Iowa	21,690
38. South Carolina	21,570
39. Oklahoma	21,419
40. Idaho	20,969
41. Kentucky	20,940
42. Nebraska	20,939
43. North Dakota	20,816
44. West Virginia	20,627
45. Louisiana	20,460
46. Vermont	20,325
47. New Hampshire	20,263
48. Maine	19,583
49. Arkansas	19,538
50. Mississippi	18,443
51. South Dakota	18,095

Percent Increase in Average Salaries of Public School Teachers, 1984-85 to 1985-86	
1. Mississippi	15.83
2. Nevada	13.72
3. Alabama	13.00
4. Oklahoma	12.62
5. Virginia	9.92
6. North Carolina	9.53
7. New Jersey	9.42
8. New Hampshire	9.08
9. Massachussetts	8.86
10. Connecticut	8.75
11. New York	8.74
12. Texas	8.17
13. Wisconsin	7.93
14. Minnesota	7.50
15. Missouri	7.44
16. Delaware	7.42
United States	7.28
17. Kansas	7.21
18. Georgia	7.13
19. Ohio	7.09
20. South Carolina	7.08
21. Vermont	7.00
22. Pennsylvania	6.87
23. Maine	6.84
24. Florida	6.79
25. Illinois	6.72
26. Tennessee	6.48
27. Rhode Island	6.42
28. California	6.28
29. Indiana	6.22
30. Michigan	6.08
31. Dist. of Col.	6.00
32. Colorado	5.88
33. Oregon	**5.78**
34. Arizona	5.56
35. Utah	5.53
36. Nebraska	5.50
37. West Virginia	5.44
38. Maryland	5.12
39. Louisiana	4.98
40. Hawaii	4.94
41. Idaho	4.67
42. Arkansas	4.50
43. Alaska	4.35
44. South Dakota	4.11
45. New Mexico	3.82
46. North Dakota	3.61
Iowa	3.61
48. Montana	3.58
49. Kentucky	3.51
50. Wyoming	3.13
51. Washington	2.00

[1]*Source NEA Ranking of the States, 1986.*

Table 27 PUPIL-TEACHER RATIOS[1]

Pupils Enrolled Per Teacher in Public Elementary and Secondary Schools, Fall 1985

1. Utah	24.19
2. California	22.89
3. Michigan	20.93
4. Alaska	20.92
5. Washington	20.71
6. Idaho	20.61
7. Tennessee	20.23
8. Arizona	20.17
9. Nevada	20.00
10. Alabama	19.79
11. Hawaii	19.60
12. Kentucky	19.16
13. North Carolina	18.96
14. Ohio	18.79
15. Louisiana	18.60
16. Indiana	18.59
17. Georgia	18.56
18. Colorado	18.42
19. Arkansas	18.29
20. Illinois	18.22
21. Mississippi	18.13
United States	17.97
22. Texas	17.95
23. New Mexico	17.76
Oregon	**17.76**
25. South Carolina	17.65
26. Maryland	17.55
27. Florida	17.53
28. Minnesota	17.47
29. Virginia	16.74
30. Pennsylvania	16.56
Oklahoma	16.56
32. Dist. of Col.	16.54
33. Missouri	16.53
34. Wisconsin	16.52
35. Delaware	16.17
36. Maine	16.05
37. Montana	15.88
38. West Virginia	15.74
39. Iowa	15.71
40. New Hampshire	15.70
41. Kansas	15.28
42. Rhode Island	15.24
43. South Dakota	15.19
44. Nebraska	15.13
45. New Jersey	15.04
46. New York	15.03
47. North Dakota	15.02
48. Massachusetts	14.80
49. Connecticut	14.26
50. Vermont	14.15
51. Wyoming	14.09

[1]*Source: NEA Ranking of the States, 1986.*

OREGON ACTION PLAN FOR EXCELLENCE
A STATUS REPORT

Since 1972, the State Board of Education and Department of Education have been moving toward a system which focuses on student learning, as opposed to the state's earlier emphasis on specifying the methods and means of schooling. The Oregon Action Plan for Excellence fits into the progression toward an educational system in which improvement decisions are guided by knowledge of student performance. By specifying the results to be expected, periodically measuring performance and taking corrective action when needed, Oregon's schools strengthen their capacity for self-renewal, capitalizing on the knowledge and creativity of local educators.

In adopting the Action Plan, the State Board of Education affirmed four policies which define the state role in elementary and secondary education —

It is the policy of the State Board of Education and the Department of Education to:

- Establish clear and high learning expectations for all students, allowing flexible means for students to achieve these expectations.
- Establish standards for public schools designed to enable all students to successfully prepare for adult life after high school.
- Increase the capacity, incentives, and support for school and program improvement to ensure the best possible learning situation for students.
- Assure Oregonians of the quality of their public schools.

These policies undergird the specific state initiatives in the Oregon Action Plan for Excellence. It is results — not activity per se — that are the measure of success of the Action Plan in strengthening Oregon's school system. Just as schools are expected to monitor student learning and adjust their instructional programs when needed, the State Board and Department of Education will periodically assess the performance of the state's school system and establish priorities for improvement based on this knowledge. The Department is working toward the development of a comprehensive set of indicators which will provide critical information for state and local policymakers, as well as for citizens interested in the condition of Oregon education.

SUMMARY OF OREGON ACTION PLAN FOR EXCELLENCE IMPLEMENTATION ACTIVITIES

Area	Accomplishments	Planned Activities
State Curriculum Development	Adoption of Essential Learning Skills and English Language Arts Common Curriculum Goals	Development of Common Curriculum Goals in Math, Science, Health, PE, Social Studies, Personal Finance and Economics, Music, and Art
State Testing Program	Pilot assessment in reading, math and writing with a sample of students at grade 8	Expansion of state assessment to grades 3, 5, 8 and 11. Passing score on high school completion test required for diploma.
Graduation Requirements	Increased unit of credit requirements in math and science from 1 to 2 in each area and total units from 21 to 22	
Teacher Effectiveness	Developed generic staff evaluation system for beginning teachers	Development of generic evaluation system for experienced teachers Development of guidelines on staff incentives and compensation
School Evaluation	Distributed profiles of all schools and provided guidelines for local use Strengthened requirements for local program evaluation	Expansion of profile content and support for local profile development Guidelines and training in program evaluation and improvement
Educational and Communications Technology	Established Technology Council Developed comprehensive technology plan Supported ORENET and Oregon Educational Computer Consortium	Implement technology plan
Instructional Time	Adoption of minimum of 175 day of instruction	Development of handbook on the effective use of instructional time

Appendices

VI

APPENDIX A

The State of the Schools Address **1986-87**
Verne A. Duncan **State Superintendent of Public Instruction**

Text of the Tenth Annual State of the Schools Address Delivered at the annual convention of the Oregon School Boards Association
Portland, Oregon
November 8, 1986

The state of our schools is remarkably good. But the reality we all face is, the state of our schools is more than our outstanding record of school achievement. It is also a matter of a unique finance system that is unstable, unpredictable, and unfair.

In 11 districts, the state of the schools is a very clear-cut question: will the school doors remain open this year or not? When districts face that question, the question is no longer one of quality education, but of no education at all.

There is no doubt that taxpayers want, and deserve, relief from high property taxes. But under the current system, taxpayers and students alike are being cheated.

Every year over half of our districts must spend a tremendous amount of time and resources in getting a levy passed. That is not the most efficient use of taxpayer money and everyone loses.

As we all know our system is unique. We are national news. Across America we are seen as the state that closes its schools. You may be aware of reports in the *New York Times*, the *Wall Street Journal*, or on network news. While these reports say that Oregonians do not support schools, history shows that we do. Yes, in the last 10 years some schools have closed. But in fact, we may support schools more than elsewhere because of our system of voter review and approval.

In order to find a more stable system of school finance, the State Board of Education and the Department of Education conducted the most massive project to listen to the people of Oregon in the state's history. It began in January and was called, "Seeking Oregon's Solution: The People Speak."

The results of more than 80 town hall meetings, thousands of written responses, and a scientific poll told us a great many things about changing school finance and other aspects of schools as well. But one common theme among those opinions was that Oregonians give their schools high marks for the quality of education.

As I have campaigned for this office through the years, I have had to defend the schools to voters. But this year was very different. As I talked with thousands of people in every part of Oregon, they recognized that our public schools are doing a better job of providing quality education to more students than ever before. They recognized the improvement efforts of schools, and of students, and they were seeing results! I did not have to be on the defensive about Oregon schools this year!

Some facts: Last year Oregon's scores on the SATs* jumped 20 points. For the last two years, Oregon has ranked second among those states that use the SAT as a major test, and our math scores were the highest ever in the state's history.

Oregon continues to have one of the highest percentages of schools honored in the National School Recognition Program.

Our work to educate disadvantaged students has been honored. Schools in Ashland and Milton-Freewater were among the few in the nation to be recognized for excellence in that field by U.S. Secretary of Education, William Bennett.

Last September, *Woman's World* magazine surveyed all 50 states, then listed Portland as one of the top 25 school districts in the nation.

We are number one in the nation in the percentage of candidates who pass the GED, the high school equivalency test. Oregon's success rate is over 97 percent. The national average is 72 percent.

The small business development centers at community colleges have been vital to business around the state. Apprenticeship and job training programs are expanding to serve more people than ever before.

Our teachers, administrators, and their school personnel constantly receive national recognition for their hard work, dedication, and achievement.

Oregon's commitment to excellence in education is strong. The "Oregon Action Plan for Excellence," developed by thousands of Oregon citizens, and the many local plans all over the state, will guide our pursuit of excellence for years to come.

But the goals and guidelines we set for ourselves are not enough. Significant forces outside our schools demand that we examine what we do inside our schools. How we respond to those forces will determine the level of excellence we can possibly achieve.

In 1955, 65 percent of American families were the kind of families you'd expect to see in a Norman Rockwell illustration. Dad went to work and Mom stayed home to raise two or three children. Schools could expect these children to come to class happy, healthy, and eager to learn.

The picture has changed profoundly. By 1985, only 7 percent of American families fit that description. As a result, our students have different needs. Last year in Oregon:

- More than 12,000 children were the victims of abuse.
- 8,000 students used marijuana daily.
- 4,000 students used alcohol daily.
- More than 7,000 teenagers became pregnant.
- 24,000 juveniles were arrested for crimes.
- Roughly 25 percent of our students dropped out of regular school programs.

Worse, these problems were frequently compounded by other factors such as family stress, eating disorders, anxiety, and depression so deep that it sometimes led to suicide. Students cannot be touched by any of these problems without their learning ability and the school's teaching ability being affected.

It's tough being a teenager today.

"Schools need to help protect family life, and families need to value education." Those are the words of Oregon's new "Teacher of the Year." She is Dorothy Sawyer, an English teacher at Gladstone High, who exemplifies all the outstanding teachers in our state. She says it is important for schools and families to teach students that they have value as individuals.

To provide some help for local districts, the Department of Education has joined forces with the Department of Human Resources to create the "Initiative on Youth." Using both federal and state money, this is a $25 million request to the Legislature to confront these problems, and to help young people stay in school.

There will be political and philosophical differences on where to put the money. Some will say prevention, others will say intervention. Given the scope of the problem, $25 million is a modest sum, but hopefully it will augment the money being spent at the local level. And hopefully it will focus community attention on these problems, because clearly the schools cannot be held solely responsible.

Schools must struggle against another force, one that does not always make front page news, but one we cannot ignore. There are groups out there that are actively opposed to public schools. The groups vary in philosophy, they may be well intentioned, but their common goal is to control, or eliminate public schools. They portray public schools as "the enemy" to generate support for their cause. They paint the worst possible picture, shaded by their own views.

Last summer the *Washington Post* said extremists like these may be the last people to whom you want to give power, but the first to whom you might want to give the floor.

Writing 200 years ago in the *Federalist Papers*, James Madison said, "Extreme points of view are healthy in a democracy, they expand the overall perspective and they help create an overall moderation that otherwise might not occur." He also warned us they should not prevail.

My caution is simple: we must listen to what these people have to say, but we must never let extremists dictate how local communities run their schools.

Changes in our economy, changes in our students, changes in family and work situations — all these changes have created a demand for choice, a demand for alternatives. Parents, students — everyone is searching for ways to express individuality in a world of conformity.

To survive and to provide quality education we will have to provide opportunities for choices. Some schools have already become quite flexible and accommodating to students' varying needs. Still, there are some schools that are rigid and resistant to change.

We must be more responsive to the public's changing needs. The fact is, we must change internally, or external forces will make us change. The private sector has had to respond to the public's demand for more individualized products which we would call alternatives.

There are many examples. The health and insurance industries have made radical changes because of consumer demand and these changes have been very successful.

Did you ever think you'd see the day when doctors and bankers would change their schedules to accommodate you?

Community colleges are a good example. They regularly work with students, business, and industry to create classes and training programs to meet specific needs and they are succeeding.

While elementary and secondary schools have a different role, I believe they will have to respond in similar ways.

Public education will have to provide a greater variety of alternatives, alternate programs, alternate schools, flexible schedules, more vocational opportunities, whatever it takes to provide the best education to the greatest number of students.

Public schools must cooperate with private schools and home schoolers. By the way, let's not fight them, let's help them. They are our young people and part of our future.

Let's expand our use of partnerships with business, industry, and labor. They are powerful tools in helping students learn and in helping schools teach.

Significant change and demand for choice presents us with several distinct challenges. The major challenge continues to be school finance. We must create a system that is stable and predictable for schools. It must give relief to property tax payers, and it must be equitable for students.

Whether we do it inside or outside the system, we must respond to the challenge of providing alternatives. If we do not, we will make no headway in helping "at risk" students complete an education program appropriate to their needs or helping those who have dropped out.

We must meet the challenge of those students who have an unstable family life. Abuse, neglect, and stress have kept many students from being fully prepared for school and for community life.

Traditionally, schools expected families to teach their children basic social values and principles. Today, many students enter school without that background.

Two hundred years ago, Thomas Jefferson said the purposes of education were, in part:

"To give every citizen the information he needs for the transaction of his own business . . . ."

"To understand his duties to his neighbors and country . . . ."

"And in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed."

In the past, public schools have simply reinforced and reflected these values. Now, because of changes in the family and society, it is absolutely essential that schools take a more active role in teaching the values necessary to preserve the freedoms and opportunities we enjoy in our democracy.

I was recently in Costa Rica on an education exchange program. Costa Rica is a small, defenseless country, surrounded by communism and dictatorships. They believe in Jefferson's words. Education is their national priority. They are banking their country's future on well-educated citizens with a sense of duty and commitment.

For Oregon schools, there is another challenge we must face immediately. If we want public support for education, we must improve communication and community relations.

In the town hall meetings and in the questionnaires we sent out earlier this year, we repeatedly heard the same complaint:

From Eastern Oregon, "Schools in Oregon need better public relations. They need to educate the public regarding schools . . . . The public is angry."

From the metropolitan suburbs, "If schools are cutting unnecessary spending, they ought to let the public know."

From the southern coast, "School people talk down to the public. When they do that, how can they expect more support to pay for them?"

In Oregon, and around the nation, the pervasive view is that schools do not spend money wisely. People also do not believe that spending more money will result in a better education.

To improve the public's understanding, we must improve communication. I know we have a good product; we need to improve our marketing, and that includes listening.

In meeting these challenges, the performance of school board members has been magnificent in one of the most tiring, time consuming, and sometimes thankless jobs there is. They receive pressure from all sides when there are problems, and receive little praise when things go well — and that includes the State Board of Education.

They face diverse challenges that demand a great deal to overcome. Still, because of their leadership and dedication, Oregon has one of the best school systems in the nation.

In discussing with you today the changes in society, the choices we must provide for students, and the challenges we still face, I am reminded of what one Roseburg citizen said, "I'm afraid there are no magic answers out here either. But let's keep working on it. Education is too important to neglect the problem. Maybe if we take one step at a time, we can make some progress."

I believe we are doing just that.

Let us today pledge to continue to work together to respond affirmatively to the changes occurring in our society, to provide the best possible choices for our students, and to meet the challenges of tomorrow with renewed hope and optimism, and with a clear vision for what our schools can and must do for the future of our country, and yes, even the world.

*Scholastic Aptitude Tests

APPENDIX B

Glossary of Terms

Many of the following terms are explained in further detail in the body of the report.

Average Daily Membership (ADM)—The total days student membership of a given school divided by the number of days school was in session in any given time period.

Base Budget—The 1983-84 agency appropriation adjusted for inflation, which served as the starting point for building the 1985-87 budget request.

Basic School Support Fund (BSSF)—The state General Fund dollars which go to local school districts for general purposes. (ORS Chapter 327)

Categorical Aid (Also referred to as Grant-in-Aid)—State or federal dollars which go to local school districts or community colleges for specific programs.

Christie List—A term used to describe private treatment and education programs serving handicapped children which receive funding from the Children's Services Division. Education programs are approved by the Department of Education. (ORS 343.960)

Common School Fund—The proceeds from the sale or lease of state land or other property make up the common school fund, and the interest raised from investment of the fund goes for support of schools.

Consumer Price Index (CPI)—The inflationary index compiled by the U.S. Department of Labor, Bureau of Labor and Statistics for Portland, Oregon.

County School Fund—Each county collects a property tax levy for its county school fund, and the proceeds go to each district in the county according to resident ADM.

Decision Package—Any requested increase above an agency's base budget.

Education Service District (ESD)—An agency in each county with more than one school district which provides regional services to those districts to improve education or increase efficiency. Some counties share the services of one ESD.

Fair Dismissal Appeals Board (FDAB)—The 20-member board responsible for teacher dismissal hearings.

Full-Time Equivalent (FTE)—A term translating actual numbers of part-time and full-time employees working or students enrolled into figures which represent full-time employees or students only.

General Education Development (GED)—Nationwide tests which are given to non-high school graduates and used by the State Board of Education to issue high school equivalency certificates.

Governor's Budget—The agency budgets with changes made by the Governor which are submitted to the Legislature.

Grant-in-Aid—(See Categorical Aid.)

Net Approved Operating Expenditures—The sum of expenditures in certain areas approved by the Department of Education as eligible for reimbursement from the Basic School Support Fund.

Oregon Educational Coordinating Commission (OECC)—A seven-member commission appointed by the Governor that analyzes education budgets, approves programs which affect more than one segment of education, and performs long-range planning.

Public Employment Relations Board (PERB)—A three-member board which enforces the collective bargaining laws for public employees.

Public Law 94-142—The federal law which requires a free appropriate education for all handicapped students and provides some funds for that purpose.

Public Law 89-313—A federal law which provides some funding for handicapped children in state-operated programs.

Reimbursable Full-Time Equivalency (RFTE)—Full-time students in community college programs which are eligible for state reimbursement.

Teacher Standards and Practices Commission (TSPC)—A 17-member commission responsible for teacher certification and decertification and for approval of teacher education programs.

APPENDIX C

Oregon Department of Education Publications

ADMINISTRATION

Apportionment of Basic School Support
At-Risk Youth: A Planning Document for the State Board of Education and Oregon Department of Education
Budget Committee Handbook for School Districts and ESDs
Oregon Action Plan Progress Report
Oregon Administrative Rules
Oregon Assessment
Oregon Department of Education Booklet
Oregon Department of Education Legislative Report
Oregon Laws Relating to Public Schools and Community Colleges and Cumulative Index
Oregon School Bond Manual
Program Budgeting and Accounting Manual for School Districts
School District Budget & Accounting Manual
Seeking Oregon's Solution: The People Speak
Standards for Education Service Districts

BROCHURES

ACO Regional Services
At-Risk Youth
Autism Workshop
Buckle Up Before You Take Off (call 378-3602 for copies)
Case for Kindergarten
ECIA Chapter 2 Federal Block Grant
Eyecharts — Viewers
Getting Teens to Grasp the Realities of Their Future Lives (call 378-2182 for copies)
Heavy Metal (call 378-3602 for copies)
Initiative On Youth
It's Never Too Late! (GED and Adult High School Diploma)
Kindergarten
Learning About Oregon Symbols (Statehood Day Brochure)
Math and Science
One-Room Schoolhouse
Oregon Department of Education Board
Oregon Department of Education Organizational Chart
Oregon International Council
Oregon School Employes Must Report Child Abuse
Publications List
Region X Software Consortium
Science Teacher of the Year
State Board of Education
State of the Schools, 1986
Statewide/Regional Services for Students with Autism
Students and the Law
The Second Best Hug in the World (call 378-3602 for copies)
Very Special Arts/Oregon
Views Regarding Vocational Education and Employment Training in Oregon

COMMUNITY COLLEGES

Community College Legislative Report

DIRECTORIES

Alternative Education Roster of Programs and Schools
Oregon Community College Directory
Oregon School Directory
Oregon Secondary School Vocational Education Directory
Student Services Personnel Roster
Talented and Gifted Programs in Oregon

GENERAL EDUCATION

ART

A Pattern for Art K-12
Elementary Art Education: Handbook for Oregon Teachers

BASIC SKILLS/Essential Learning Skills

Essential Learning Skills

HEALTH AND PHYSICAL EDUCATION

Adapted Physical Education in Oregon Schools
Athletics in Oregon, K-12
Physical Education in Oregon Schools
Suicide Prevention

INSTRUCTIONAL TECHNOLOGY

Do I Have To Teach Computer Literacy?
Oregon In-School Video Schedule

KINDERGARTEN

Kindergarten Handbook

LANGUAGE

English Language Arts: Common Curriculum Goals
Plan to Read
Reading in the Secondary School
Reading in the Secondary School — Supplement
Second Languages in Oregon Secondary Schools

MATH

Math in Oregon Schools
Measurement With Metric
Oregon Math Concept Papers

MUSIC

Books That Harmonize with Elementary Children
Books That Harmonize with Young Adults
Classroom Music: Grades 5-8
Love That Keyboard
Music Curriculum Bulletin
Sound Planning for Music Facilities

PERSONAL FINANCE

Economics Education Guide, Revised
Personal Finance Education Guide

SCIENCE AND ENVIRONMENT

Framework for Science Programs
Living Education: A Teacher's Guide to Overnight Sites in Oregon

SOCIAL STUDIES

Ethics and Morality
Learning About Oregon Symbols, Legends and Facts
Social Studies in Oregon Schools
Women in History

TRAFFIC SAFETY AND DRIVER EDUCATION

Driver Education
Traffic Safety Education for Oregon Schools

PERSONNEL

Budget & Accounting Manual
Constructive Staff Discipline
District Improvement Programs
Employment Procedures: Personnel Files
Employment Procedures: Position Descriptions, Applications and Personnel Files
Equal Opportunities in Education: Instruction and Employment
Evaluation Guidelines for School Personnel
Forced School Closure
Hearings
Keeping Schools Open
Personnel Development for School Improvement
Personnel Guidelines and Model Policies
Reduction in Force — Layoff and Recall
Staff Development in Oregon
Staffing Alternatives
Table of Contents — personnel policy, numbering and writing guidelines

PUPIL TRANSPORTATION

Emergency Procedures for School Bus Drivers
Oregon Pupil Transportation Manual
Oregon School Bus Minimum Standards
Oregon Traffic Patrol Manual
Regulations Governing Pupils Riding School Buses
School Bus Inspection Guide

SPECIAL EDUCATION

A Manual for Educating Mildly Handicapped Youth
Due Process Hearing Handbook
Guidelines for Mainstreaming: Maintaining and Integrating Educable Mentally Retarded Students in Regular Classes
Nonverbal Prelinguistic Communication
Parent Information Packet — "PIP"

Program Review and Guidelines for the Education and Training of Deaf-Blind Students
Regional Programs for Students Who are Hearing Impaired, Visually Impaired, Deaf-Blind, Autistic and Severely Orthopedically Impaired
Resource Information About Usher's Syndrome
Resources for the Vision/Hearing Impaired
Special Education Legislative Report
Surrogate Parent Training Manual
Technical Assistance Papers
Toward Competency — Student Edition
Why Surrogate Parents?

STANDARDIZATION

Elementary-Secondary Guide for Oregon Schools: Planning for Standards Implementation
Elementary-Secondary Guide for Oregon Schools: Standards for Public Schools
Goal Based Planning
Measuring Performance: Teacher-Made Tests
Standards Guidelines
- *Basic Skills*
- *Career Education*
- *Competence Requirements*
- *Guidance and Counseling*
- *High School Diploma and Alternative Awards*
- *Safety in Oregon Schools*
- *Units of Credit*
- *Units of Credit Supplement*

STUDENT SERVICES

Early School Leavers Study
Elementary School Guidance and Counseling
Enrollment, Absenteeism, and Turnover Rates for Oregon Secondary Students
Health Services for the School-Age Child
Middle School Guidance and Counseling
Student Conduct and Discipline
Student Records (temporarily out of print)

VOCATIONAL EDUCATION

Adviser's Answer Book for Vocational Student Organizations
Adviser's Idea Book for FBLA
Approval Requirements and Procedures for Oregon Secondary School Vocational Education Programs
A Self-Assessment for Programs in Vocational Education
Big Red Book of Awards
Chapter Officer Guidelines for Vocational Student Organizations
Cluster Briefs
- *Accounting*
- *Agriculture*
- *Construction*
- *Electrical*
- *Foodservice*
- *Forestry/Forest Products*
- *Health Occupations*
- *Industrial Mechanics*
- *Marketing*
- *Metals*
- *Office Occupations Clerical*
- *Office Occupations Secretarial*

- *Service*

Cluster Guides
- *Child Care*
- *Foodservice*
- *Health*
- *Industrial Mechanics (Reprint)*
- *Marketing*
- *Office Occupations Clerical*
- *Office Occupations Secretarial*
- *Service*

Follow-up Studies of Completers of High School and Community College Vocational Programs
Handbook for Cooperative Work Experience Coordinator
Home Economics for Oregon Schools
- *Human Development and the Family*
- *Individual and Family*
- *Living Environments*
- *Nutrition and Foods*
- *Textiles and Clothing*

Industrial Arts Guide
- *Elementary Industrial Arts Guide*
- *Middle School Industrial Arts Guide*
- *High School Industrial Arts Guide*

Oregon Custodial Training Program
SERVE Manual 1986-87 (Secondary Education Reporting of Vocational Enrollment)
Serving the Academically and Economically Disadvantaged Through Vocational Education
Subject Matter Updates 1986-87
- *Construction*
- *Foodservice*
- *Forest Products*
- *Industrial Mechanics*
- *Metals*

Vocational Education Performance Report
Youth Coordinating Council Annual Report